

**A PRAGMATIC ANALYSIS OF POLITENESS STRATEGY IN THE COURSEBOOK:
LOOK AHEAD 2 AN ENGLISH COURSE FOR SENIOR HIGH SCHOOL STUDENTS
YEAR XI**

A Thesis
**Submitted as Partial Fulfillment of the Requirements for the Attainment of
the Degree of *Sarjana Pendidikan* in English Language Education**



Written by:
Tri Wijayanto (09202244021)

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APPROVAL

A PRAGMATIC ANALYSIS OF POLITENESS STRATEGY IN THE COURSEBOOK: LOOK AHEAD 2 AN ENGLISH COURSE FOR SENIOR HIGH SCHOOL STUDENTS YEAR XI

Written by:

Tri Wijayanto
09202244021

has been approved by the supervisors to be examined.



Approved by:

Yogyakarta, July 23th 2014

First Supervisor

Dr. Margana, M.Hum., M.A.

NIP. 19680407 199412 1 001

Second Supervisor

Siti Mahripah, S.Pd., M.App.Ling

NIP. 19800913 200501 2 001

RATIFICATION

A PRAGMATIC ANALYSIS OF POLITENESS STRATEGY IN THE COURSEBOOK: LOOK AHEAD 2 AN ENGLISH COURSE FOR SENIOR HIGH SCHOOL STUDENTS YEAR XI

Tri Wijayanto
09202244021

Accepted by the Board of Examiners of the Faculty of Languages and Arts
of State University of Yogyakarta on July 25th 2014, and declared to have fulfilled
the requirements for the attainment of a *Sarjana Pendidikan* Degree in English
Language Education.

Board of Examiners:

Chairperson : Siti Sudartini, S.Pd., M.A.

Secretary : Siti Mahripah, S.Pd., M.App.Ling

First Examiner : Dr. Agus Widyanoro, M.Pd.

Second Examiner : Dr. Margana, M.Hum., M.A.

Yogyakarta, July 25th 2014
Faculty of Languages and Arts
State University of Yogyakarta
Dean,



Prof. Dr. Zamzani, M.Pd.
NIP. 19550505 198011 1 001

PERNYATAAN

Yang bertanda tangan di bawah ini saya:

Nama : Tri Wijayanto

NIM : 09202244021

Prog. Studi : Pendidikan Bahasa Inggris

Fakultas : Bahasa dan Seni

Judul Skripsi : *A Pragmatic Analysis of Politeness Strategy in the Coursebook:
Look Ahead 2 An English Course For Senior High School Students Year XI*

menyatakan bahwa karya ilmiah ini adalah hasil pekerjaan saya sendiri. Sepanjang pengetahuan saya, karya ilmiah ini tidak memuat materi yang ditulis orang lain kecuali bagian-bagian tertentu yang saya ambil sebagai acuan dengan mengikuti tata cara dan etika penulisan karya ilmiah yang lazim.

Apabila terbukti bahwa pernyataan ini tidak benar, maka sepenuhnya itu menjadi tanggung jawab saya.

Yogyakarta, July 23rd 2014

Penulis



Tri Wijayanto

MOTTO

“If you want a happy ending, that depends, of course, on where you stop your story”
(Orson Welles)

DEDICATIONS

*In the name of Allah, the Most Beneficent, and the Most Merciful.
No God but Allah and Muhammad is His Prophet*

I DEDICATE THIS THESIS TO:

*my father,
my mother,
my wife
and
my son.*

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I also thank my families who have encouraged and prayed for me throughout the time of my study. This thesis is especially dedicated to my dear wife and son for their endless support both physically and spiritually throughout the completion of this work.

Finally, I expect that this thesis gives some improvements towards the English teaching and learning process and the material developers. However, I realize that this writing is far from being perfect. Hence, any criticism, ideas and suggestions for the improvement of this thesis are greatly appreciated.

Yogyakarta, 2014



The Writer

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**A Pragmatic Analysis of Politeness Strategy in the Coursebook:
Look Ahead 2 An English Course For Senior High School Students Year XI**

**By
Tri Wijayanto
09202244021
Abstract**

This research aims at (1) describing the types of politeness strategy applied in the coursebook, and (2) analyzing the realization of those types of politeness strategy in the coursebook.

This research belongs to descriptive qualitative study. The data of the research were in the form of words, phrases, and sentences in the content of the texts in the coursebook. The main instrument of the research was the researcher himself and the secondary one was the data sheet. The data were collected by note-taking. In analyzing the data, the researcher used referential methods in which the methods were done by identifying and re-examining the data based on the theory of politeness strategy proposed by House and Kasper in Watts (2003: 182). The validity of the research was gained by doing investigator and theoretical triangulation.

The research reveals two findings. First, there are ten types of politeness strategy found in the coursebook, namely Politeness markers, Play-downs, Consultative devices, Hedges, Understaters, Downtoners, Committers, Forewarning, Hesitators, and Agent avoiders. Among other types of politeness strategy, Politeness markers occur most frequently and Scope-staters contrastingly are not found in the coursebook. Second, the realization of the types of politeness strategy in the coursebook generally employs modal verbs as a common way to state politeness in any texts especially in daily conversation texts.

Keywords: Pragmatics, politeness, coursebook

CHAPTER I

INTRODUCTION

A. Background of the Problem

Teaching English as a Foreign Language or TEFL is the approach of the Indonesian teaching and learning activities in the classrooms in which English is used as a foreign language not as a second language. In every teaching and learning activity, teachers need materials to be taught in the classroom in which the materials may come from books, internet service or made by the teachers themselves. Dealing with *Genre Based Approach* which currently leads the curriculum in Indonesia, the teachers should provide texts in every teaching and learning activity. Teachers can get any texts easily from the coursebooks which are available in libraries or book stores.

Teaching and learning materials readiness is the most important point in ELT (English Language Teaching) process because the teachers can adopt or adapt the materials easily in order to be taught in the classroom. The selection of teaching and learning materials is an integral part of curriculum planning and delivery in preschools and schools. Children and students come into contact with a vast array of print, visual and multimedia materials in their daily lives. Their exposure to such materials is mediated by parents and other caregivers, by legislation and by social conventions. Educators also have a duty of care to ensure that the teaching and learning materials with which children and students are presented, or towards which

they are directed, are appropriate to their developmental growth and relevant to the achievement of appropriate learning outcomes (Department of Education and Children's Services, 2004).

A coursebook is one of the materials sources for the teaching and learning activity which provides readily available resources for teachers. A coursebook gives ideas for experienced teachers to plan their lessons and scripts for teachers who are new or lack confidence in using English in classrooms. It also provides a focus for their teaching (Masuhara and Tomlison, 2008: 20). As coursebook is one of the resources materials in ELT process, the materials which are covered in the coursebook should be appropriate with the learners' social and cultural background.

The appropriateness of the content of the coursebook can be selected by the teachers who will use the coursebook for their teaching-learning activity plan. In selecting coursebook, the teachers may consider on the learners needs whether it is suitable or not. The choice of words and sentences within the coursebook is important as well, because those words and sentences will affect the learners attitude towards language use. The language that is presented in the coursebook should represent the appropriate way in which people ideally behave through language use. Seeing language from pragmatic aspects may develop a deep understanding in language awareness.

The coursebook, *Look Ahead 2 An English Course for Senior High School Students Year XI* has several improper pragmatic features especially in politeness strategy. Pragmatics deals with social interpretation of language because how people

behave can be identified through the way they behave through their language. Pragmatics, society, and culture are identical with people's behaviour. In choosing coursebook as the main materials resources for teaching and learning, teachers should be aware of the pragmatic aspect which may guide them to deep interpretation of language meaning.

This coursebook is mainly used in SMAN 1 Wates in which the teacher follows the content of the coursebook. Politeness is an important aspect in social life which may be formed from the way people behave through a language. Being polite sometimes or often breaks or violates cooperative maxims (Leech, 1983: 82). In certain cultural context, sometimes people need to give too many words or sometimes need to speak irrelevantly from the topic in order to be considered polite. The choice of words gives much more contribution in politeness strategy. How speakers should treat their words on their conversation or text is important to realize politeness strategy. In this case the researcher found a slang word that should not be shown in education context. It may come from the author's mistakes or editor's dereliction in editing the materials on the coursebook.

Then, the researcher found three kinds of linguistic issues in the coursebook. The researcher divided the problems into three kind issues, i.e. lexuality, syntacticality, and pragmaticality. Lexical problem could be found in the vocabulary choices in which it dealt with the appropriateness of the vocabularies for the learners. Syntactic issue could be seen as a way of the word building to sentences or sentences

building to a text. Syntactic problem would generally deal with grammar. Pragmatic problem had two major aspects, i.e. implicature and politeness strategy in text.

B. Identification of the Problem

There were three major problems that the researcher identified from the coursebook. The first one was lexical issue which dealt with the choice of words or vocabularies which were presented in the coursebook. This aspect led to the appropriateness of words in which the coursebook was intended to senior high school learners and from this phenomenon the researcher realized that the author of the coursebook gave less attention on vocabulary choices. It could be seen in the coursebook that it had several words which were inappropriate for the learners.

The second one was syntactical issue. In the syntactic problem, the researcher indicated some strange in the sentences which were presented in the coursebook. There were several sentences in which the sentences had more than one meaning. In this matter, the teacher should explain more to make the students had a clear meaning of the sentences because if the teacher had no responsibility to explain more, the students would get confused. In this case, the words building to sentence should be concerned more by the teachers before presenting the materials to the learners to avoid ambiguities.

The last one was pragmaticity. In this aspect the researcher had divided into two main problems, i.e. implicature and politeness. First, implicature gave more energy to learners to think about words, phrases, clauses, or sentences meaning

because implicature gave more chance to any of them to have more than one meaning. If the coursebook had a huge amount of implicature, it could lead confusion to the learners to understand the point of the presented materials. The second one was politeness. It was a very important aspect in social life because politeness was the way people behave through their acts. It could be in the form of verbal or non-verbal behaviour. In this matter, the researcher dealt with the politeness application in the text presented in the coursebook. The author seemed to be careless in applying politeness in the text because there was a politeness dereliction presented in the coursebook. These kinds of derelictions might come from the author because the author gave lack of politeness awareness in presenting the materials in the coursebook. At the end, this problem led to inappropriateness of the coursebook for the learners.

C. Limitation of the problem

A coursebook for teachers and students had become the main supporting media to ELT process because the coursebook has provided any tasks and activities. Because of the covered materials and activities which may support the ELT process, the teachers usually deeply rely on the coursebook a lot. This problem may lead to the careless strategy in which the teachers just follow the content of the coursebook and do not give any selective act which is aware of some social and culture aspects. There are three big problems in the coursebook, i.e. lexicality, syntacticality, and pragmaticity and these are too wide to be analysed. Because of the limited time and

knowledge that the researcher had in analyzing the coursebook, the researcher only concentrated to analyse the pragmatic aspect especially in the politeness strategy that were covered in the coursebook.

There were two main problems that the researcher explored in this research. The researcher, firstly, analysed the types of politeness strategy which were employed by the author of the coursebook. Secondly, the researcher analysed how those types of politeness strategy were realized in the coursebook.

D. Formulation of the problems

According to the limitation of the problems above, the formulation of the problems could be arranged as follows.

1. What are the types of politeness strategy found in the coursebook *Look Ahead 2 An English Course for Senior High School Students Year XI*?
2. How are those types of politeness strategy realized in the coursebook *Look Ahead 2 An English Course for Senior High School Students Year XI*?

E. Objectives of the study

The objectives of the study were:

1. To describe politeness strategy found in the coursebook *Look Ahead 2 An English Course for Senior High School Students Year XI*.
2. To analyse the realization of those types of politeness strategy in the coursebook *Look Ahead 2 An English Course for Senior High School Students Year XI*.

F. Significance of the study

The aims of the study were to describe the types of politeness strategy applied in the coursebook and to analyse their realization in it. Concerning on these two main objectives of the study, it was highly expected that the result of the study could be useful and brought some benefits to everybody, including the education community, public and society. There were two main significances of the study which could be derived from its theoretical or practical views.

First, theoretically the result of the study could enhance and enrich the theories in pragmatics study concerning about politeness which was appropriate in social life. The study aimed to enhance the reader comprehension in pragmatics theories especially in the types and the realization of politeness strategy. In this case, enhancing politeness theories would help the users understand how to apply and realize politeness strategy in the texts and daily life activities.

The second one was practical significance. The research was hopefully expected to contribute in pragmatics study especially in the study of politeness strategy. Practically, the research would be beneficial and useful for teachers and students who conducted the English teaching and learning process, in which it could teach any cross cultural understanding and an overview of politeness itself. For public and society, on the other hand, it could show the readers how to use language and communicate with the others in social relationship. It was also able to make the readers or other researchers to be more interested and more critical in analyzing

materials especially in the coursebook. In addition, it could be used as a resource for the next content analysis study which was especially studying coursebooks.

CHAPTER II

THEORETICAL REVIEW AND CONCEPTUAL FRAMEWORK

A. Theoretical Review

1. Pragmatics

Pragmatics is a subfield of linguistics which studies how people comprehend and produce a communicative act or speech act in a concrete speech situation which is usually in the form of utterances. Pragmatics is the study of the aspects of meaning and language use that is dependent on the speaker, the addressee and other features of the context of utterance. Cutting (2002: 1) argues that pragmatics is an approach to language relation to the contextual background features.

Pragmatics is about the relationship of our semantic knowledge with our knowledge of the world, taking into account contexts of use (Griffiths, 2006: 1). Pragmatics is usually thought to involve a different sort of reasoning than semantics. Pragmatics studies an utterance meaning while semantics studies a word meaning. Semantics consists of conventional rules of meaning for expressions and their modes of combination. Communication was basically a matter of a speaker encoding thoughts into words and the listener decoding words back into thoughts. There are some aspects of language studied in pragmatics.

- (1) Deixis: meaning 'pointing to' something. In verbal communication however, deixis in its narrow sense refers to the contextual meaning of

pronouns, and in its broad sense, what the speaker means by a particular utterance in a given speech context.

- (2) Presupposition: referring to the logical meaning of a sentence or meanings logically associated with or entailed by a sentence.
- (3) Performative: implying that by each utterance a speaker not only says something but also does certain things: giving information, stating a fact or hinting an attitude. The study of performatives led to the hypothesis of Speech Act Theory that holds that a speech event embodies three acts: a locutionary act, an illocutionary act and a perlocutionary act (Yule, 1996: 48; Cutting 2002: 16).
- (4) Implicature: referring to an indirect or implicit meaning of an utterance derived from context that is not present from its conventional use.

Pragmatists are also keen on exploring why interlocutors can successfully converse with another in a conversation. A basic idea is that interlocutors obey certain principles in their participation so as to sustain the conversation. One such principle is the Cooperative Principle which assumes that speakers cooperate in the conversation by contributing to the ongoing speech event. Another assumption is the Politeness Principle (Leech, 1983: 81) that maintains interlocutors behave politely to one another, since people respect each other's face. In verbal communication people try to be relevant to what they intend to say and to whom an utterance is intended.

2. Politeness

Being polite is one of the ways people conducting speech quality. Being polite is not simply as a matter of saying please and thank you (Holmes, 1995: 296). Meyerhoff (2006: 82) says that politeness is the actions taken by competent speakers in a community in order to attend to possible social or interpersonal disturbance. Generally, being polite is taking others feeling which make others feel comfortable and using appropriate linguistic choices to create relationship with others. Politeness is a system of interpersonal relations designed to facilitate interaction by minimizing the potential for conflict and confrontation inherent in all human interchange.

Leech (1983: 82) models a politeness which is found on interpersonal rhetoric and views politeness as conflict avoidance. He introduced the politeness principles which function to maintain the social equilibrium and the friendly relations which enable us to assume that our interlocutors are being cooperative in the first place. His model of politeness strategy is commonly accepted as a way to treat self and other. In his model of politeness principles, he describes that Tact maxim is the most important maxim among other maxims.

Brown and Levinson in Wardhaugh (2006: 276) develop a face theory based on the principles of our desire to be liked and to not be imposed upon. They stated that defines politeness also consider on self-image. Yule (1996: 60) states that politeness in interaction can be defined as the way to show awareness to others' face. Face is defined as the public self-image every adult portrays, which must be attended to in interaction.

There are two aspects of face, positive and negative face. The first one is positive face which is the desire to gain approval from others. The second one is negative face which can be considered as the desire to have freedom and not to be imposed others. Considering on politeness strategy in any community involves assessing social relationships among the dimensions of social distance, solidarity, and status. People need to understand and be aware of the social values of society in order to be considered as speaking politely.

Politeness strategies determine three contextual factors. First, it takes account on the power relations between the speaker and hearer. Second, politeness considers on the social distance between the listener and the speaker. And the last, it deals with how great the threat of the face threatening act is. Generally, people determine to be cooperative in their conversation. The higher number of strategy people will use depends on how people perceive their FTAs in their every conversation.

Face refers to a speaker's sense of social identity. Any speech act may impose on this sense, and be therefore face threatening. Speakers have strategies for lessening the threat. The actions that people take to treat both speaker's and hearer's faces will also be considered as an account to create politeness. Brown and Levinson in Wardhaugh (2006: 276) argue that in human communication, either spoken or written, people tend to maintain one another's face continuously. In everyday conversation, we adapt our utterances to different situations. Among friends we may take liberties to say something casual but we may avoid saying things casually and

informally that would seem discourteous among strangers. In both situations, we will tend to avoid making the hearer embarrassed or uncomfortable.

Dealing with politeness strategy people should also be aware on the context itself. Politeness does not lie on the form and the words themselves but in the function and intended social meaning. Being polite seems like to be dealt with an indirectness in which the language form may differ from the language function. People may say in question form to get an indirect function.

Politeness is the pragmatic phenomenon which is highly affected by the context. There are two main context in which has a huge impact on politeness strategy, i.e. social and cultural context. Social context deals with the social distance and the power relation between the speakers. The degree of familiarity between the speakers has a huge impact on doing politeness strategy in which the more people know each other the less polite people behave. Differences role, ages, status, gender, class or ethnicity have also given a huge impact on politeness strategy in which the lower class may act polite to the higher. Differences on culture also bring any effect on politeness strategy. People may behave differently with the others who have different background culture.

Brown and Levinson in Wardhaugh (2006: 276) determine politeness on how to treat others' face. They add that there are four categories of a politeness strategy. First, it is characterised as a direct order or bald on-record strategy. The bald on-record strategy does nothing to minimize threats to the hearer's face (Yule, 1996: 60; Cutting, 2002: 45). This kind of strategy is indicated by the speaker act in which the

utterance indicates a direct speech act which may cover an imperative device, such as suggestion, request, invitation, offer or order.

The second term of politeness strategy is a Positive Politeness. This kind of politeness is oriented towards the positive "face" of the listener. The speaker treats the listener as a member of an in-group, a friend or a person whose wants and personality traits are known and liked. The positive politeness strategy shows the speakers recognize that the hearer has a face to be respected (Cutting, 2002: 48). The aim of saving positive face is to demonstrate solidarity and closeness, appealing friendship, making other people feel good and emphasising that both speaker and listener have the same goal. A common way of positive politeness strategy is seeking agreement and avoiding disagreement (Yule, 1996: 62; Cutting, 2002: 48; Wardhaugh, 2006: 277). Doing positive politeness has also a relationship with the cooperative principles in which doing positive politeness sometimes the speaker needs to violate the cooperative principles (Cutting, 2002: 48).

The third characterisation of politeness strategy according to Brown's and Levinson's theory is a Negative Politeness. It is oriented toward satisfying the listener's negative face. An action, phrase or utterance that indicates attention is being paid to the negative face wants of an interlocutor (Meyerhoff, 2006: 86). It is, often, achieved through showing deference. Furthermore, it is the kernel of respect behaviour. Negative politeness enjoys both on-record delivery and redress of a Face Threatening Act (FTA). An FTA is an act which threatens the positive or negative face of the addressee (Yule, 1996: 61). The negative politeness strategy recognizes

the hearer's face, but it also admits that the speakers are in some way imposing on the listeners. Negative politeness strategies deal with the speaker avoidance to impose others by emphasising the importance of the other time and concerns. It can be done by using apology and hesitation or a question to give the listener opportunity to say no.

The last characterisation of politeness strategy is an Off-record Politeness. A communicative act which is done by off-record, in such a way, is not possible to attribute only one clear communicative intention to that act. Off-record utterances are essentially indirect uses of language (Cutting, 2002: 45). Being indirect in communication strategy will give the hearer retreat and option behind the literal meaning of the words. Off-record indirect strategies take some of the pressure off. People are trying to avoid the direct FTA of asking for something. People would rather to be offered in the first once when the hearer sees that he/she wants one. To construct an off-record utterance, one says something that is either more general or actually different from what one means.

In addition, according to Cutting (2002: 46), using off record strategy to conduct politeness strategy often or sometimes violates quantity maxims in cooperative principles. Quantity maxim enables speakers to give attention on the proportions of what they are talking to the hearers. In other word, quantity maxim will enable the speaker to speak what is needed and avoid unnecessary topic which may lengthen the speech process. It has a huge number of differences with off record strategy which enables the speakers to be indirect by giving more chance and option

behind the literal meaning of the words. Speakers will give much more speech proportion rather than reducing them. Off record strategy violates the maxim of relation as well in which it deals with a directness motion of object talking while off record enables speakers to be indirectly stating the point of speech by giving more words in which speakers usually distort the point of what is talking about.

Besides cooperation, most interactions are governed by politeness which is considered a polite social behaviour within a certain culture. It can be defined that politeness is a fixed concept of the idea of polite social behaviour or etiquette and there are some numbers of general principles in politeness in social interaction within any particular culture (Yule, 1996: 60). He adds that being polite can include being tactful, generous, modest, or sympathetic in which the participants in a certain interaction are generally aware of such principles and norms that exist in society at large. Leech (1983: 82) proposes that the Politeness Principles are a series of maxims which as a way of explaining how politeness operates in conversational exchanges.

Leech (1983: 84) defines politeness as type of behaviour that allows the participants to engage in a social interaction in an atmosphere of relative harmony. In addition, to state his maxims, he uses his own terms for two kinds of illocutionary acts. He calls representatives assertives and directives impositives. Each maxim is accompanied by a sub-maxim which is less importance. They all support the idea that negative politeness is more important than positive politeness. Not all of the maxims are equally important. For instance, tact influences more powerfully than does generosity, while approbation is more important than modesty. Speakers may adhere

to more than one maxim of politeness at the same time. Often one maxim is on the forefront of the utterance, while a second maxim is implied.

The first maxim of politeness principles is tact maxim. Tact maxim becomes the most important maxim in Leech's theory. It applies to directive and commissive categories of illocutions which refer to some acts performed by speaker and hearer. Tact maxim considers determining value point of benefit to the hearer rather than cost to hearer even though it performs a directive speech act strategy. By composing value point of benefit to hearer, the speaker will avoid impoliteness. Speaker will conduct tact maxim in an interaction to disguise an imposing force to hearer, so the speaker will create directive strategy that the hearer does not think that it is impolite.

Second term of politeness maxim is generosity maxim which seems to be the self-centred rather than other-centred. Generosity maxim deals with minimizing benefits to self and maximizing cost to self. Generosity maxim is hypothesized as less powerful than tact maxim because an impositive can be softened and thereby made more polite by omission to reference to the cost to hearer (Leech, 1983: 134). He adds that the idea of generosity maxim is that the speaker makes no sacrifice that makes it less impolite that will make the hearer accept the offer.

Approbation maxim is another term of other-centred maxim in which the speaker treats minimizing dispraise to other and maximizing praise to other. This maxim seems to be the way to avoid negative and unpleasant things about others. Approbation maxim deals with a compliment strategy to state polite things to others.

A compliment such as, “what a marvellous cook”, is much more acceptably polite in which it is highly valued according to the approbation maxim.

An asymmetry term of approbation maxim is a modesty maxim. Modesty maxim means to minimize praise to self and maximize dispraise to self. In this case, being modest is that the speaker will be more polite to state unpleasant things of self and minimize stating positive things of self. Modest maxim seems to violate maxim of quality in cooperative principles to state untrue to be more polite and acceptable.

The last two maxims are not asymmetrically related each other in which each maxim deals with treating self and other equally. An agreement maxim tends to maximize agreement between self and other and minimize disagreement of both. In line with this, sympathy maxim tends to maximize sympathy to self and other and minimize antipathy of both. These two maxims become an important in term of material development in education in which stating agreement and sympathy are covered in curriculum plan that students should learn during the lesson activity.

The realization of politeness strategy is simply following the rule of maxims or Brown’s and Levinson’s face basis. Brown and Levinson in Wardhaugh (2006: 276) determine the politeness strategy on treating other faces. As a technical term, face means the public self-image of a person (Yule, 1996: 60). In this case, it is expected that everyone recognizes any social and emotional sense of self. It means that politeness can be defined as showing awareness of another person’s face in an interaction. As stated above, Brown’s and Levinson’s theory of politeness strategy

provides four basic rules of politeness in an interaction i.e. on record, off record, positive and negative politeness.

Realizing politeness can also be done through the use of maxims of politeness principles. Politeness maxims proposed by Leech determines on how the speaker treats his/her self and the hearer. It can be minimizing or maximizing treats to self or others. Leech (1983: 82) proposes six maxims of politeness that indicate politeness strategy in language use. It can be tact, generosity, modesty, approbation, agreement, and sympathy. In addition, according to Mills (2003: 62), Leech also suggests that there is a difference between absolute politeness which is formed as an act which is inherently polite no matter what the context and relative politeness which consists of all of the linguistic acts which are dependent on context where they are considered as polite or not.

Furthermore, Leech in Mills (2003: 62) argues that we should add politeness principles in Grice's cooperative principles. In contrast with it, Brown and Levinson in Mills (2003: 62), disagree with Leech's theory in which politeness operates in a different way from the cooperative principles. The cooperative principles are an unmarked framework for communication whereas politeness is a deviation. Hence, the proliferation of maxims in Leech's theory is unhelpful. In further, Jary in Mills (2003: 62) also argues that, rather than adding another principle to Grice's cooperative principles, it would simply substitute the principle of relevance, which he argues subsumes all of the other maxims. Jary states:

for Brown and Levinson the communication of politeness is the aim of polite linguistic behaviour. But if this is the case, then politeness must always be communicated by the use of what are commonly called polite forms and strategies, or why else would the rational communicator employ them? In contrast, the relevance theoretic view predicts that these forms and strategies will only communicate something above and beyond their underlying message if the value of W [weightiness of the FTA] represented by the form or strategy chosen does not match the communicators' mutually manifest assumptions concerning W. Brown and Levinson's account is based on the assumption that there are linguistic forms specified for particular speech acts – imperatives for directives, for example – and that the non-use of these inevitably conveys extra meaning. Sperber and Wilson, in contrast, assume less. Their model rests on the assumption that a communicator will choose the most relevant stimulus compatible with her abilities and preferences and that this will be worth the addressee's effort to process. (Jary, 1998: 7)

Werkhofer in Mills (2003: 76) argues on the notion of the FTA and the rational procedures in which the speaker needs to go through in order to choose an appropriate politeness strategy from Brown's and Levinson's hierarchy. He interprets Brown's and Levinson's theory as a production model of polite utterances. Indeed, this aspect of the model has attracted the bulk of empirical work which is carried out on linguistic politeness. Finally, when politeness is considered in universal language use, it will rather be ideal to generate a toolkit to interpret the ways which speakers handle different speech events and cultures.

Dealing with universality, politeness theory from Brown and Levinson cannot be universally accepted to all language. It seems to be appropriately accepted only in certain society as Fraser (2005:74) states that Brown's and Levinson's face hierarchy is too western oriented. In addition, Matsumoto in Fraser (2005: 74) argues that the Japanese concepts of face are qualitatively different from those defined as universal by Brown and Levinson. The notion of individuals and their rights plays a dominant

role in European and American culture but cannot be considered to the Japanese culture and society.

The researcher points out for Brown's and Levinson's hierarchy of politeness strategy that the category of politeness was not too clear to be differentiated each other. Blum-Kulka in Mills (2003: 75) points out that according to analysing data gathered from questionnaires to Israeli respondents, there was no clear ranking of these strategies. In addition, Mills (2003: 76) adds that negative and positive politeness are generally characterised in Brown's and Levinson's work as diametrically opposed strategies but in several points, in their work, they seem close to acknowledge that they are not a kind of opposite tendency but different in kind. In fact, negative politeness which deals with negative face that considers on power and distance also involves indirect or off-record politeness. It is clear that the category of politeness strategy in Brown's and Levinson's theory is difficult to be analysed.

Meier in Fraser (2005: 71) points out that politeness is not simply a secondary act piggy-backed to another, as in Brown's and Levinson's framework. He adds that in fact, the bald on-record strategy isn't really a politeness strategy at all like in the Brown's and Levinson's model since it lacks any linguistic form which could implicate politeness even though it might be a polite way of communicating in the proper circumstances.

Watts (2003: 172) states that politeness tends to be procedural rather than propositional. Even though linguistic expressions can potentially have both propositional and procedural meaning, in any language, there are a number of

linguistic expressions that have become pragmaticalised to signal procedural meaning. Watts (2003: 180) calls such structures as expressions of procedural meaning (EPMs). Expressions of Procedural Meanings can be defined as the utterance that is either within the scope of the politeness behaviour expected in the social situation or that it is in excess of it and interpretable as polite and they are procedural rather than propositional.

According to Watts (2003: 182), EPMs are an essential feature of linguistic practice that they initiate the inferences in the addressee that support the interpersonal meaning (greetings, terms of address, leave-taking, etc.). EPMs can be stated that they instruct the addressee where and how to derive inferences from propositional values. He adds that EPMs, firstly, tend to be formulaic, ritualized utterances, and secondly, they function to draw from a range of utterance types that have become pragmaticalised.

Holmes (1995: 296) states that being polite is not merely saying “please” and “thank you” because it needs to involve a great deal more than the superficial politeness routines that is common in society. In fact, the word “please” is the common and acceptable way to state request or offer politely. Watts (2003: 187) states that the formulaic EPM which is common in English is “please” because it is always attached to a request or an offer. There are some types of EPMs in English, namely;

- (1) non-linguistic utterances like **er, oh, mm, hmm, etc** (which function conventionally to fill pauses, signal uptake and/or surprise, to signal continued

attention on the part of the addressee to what is being said (minimal listener responses),

- (2) discourse markers like **you know, well, like, anyway, now, etc,**
- (3) ritualized expressions such as **please, thanks, excuse me, pardon, etc,**
- (4) formulaic clause structures like **The thing is ..., What I was going to say was ...,etc,** and
- (5) indirect but highly conventionalized and thus semi-formulaic structures like **would you mind V-ing?, can you do X?, etc.**

EPMs strategy is commonly acceptable in on record politeness strategy which may serve to soften the demand. Watts (2003: 182) adds that EPMs become the part of the politic behaviour in social interaction in different forms of linguistic practice. EPMs in conversation have a great deal of relationship, hence, their absence is easily interpretable as impoliteness and when they are in excess of what is required by the situation, they are easily interpretable as politeness.

In this study, the researcher will employ taxonomy from House and Kasper in Watts (2003: 182) which includes eleven categories of politeness structure that all structures represent EPMs.

a. Politeness markers

Politeness markers can be technically meant as expressions added to the utterance to show deference to the addressee and to bid for cooperative behaviour. The most obvious example of a politeness marker in English is “please”, but there are others. Showing deference in conversation can be done by several strategies that can be employed by the speaker. Showing deference can be done by stating compliment. Baba and Saito and Beecken in Chen (2010: 94) states that compliment is to show

respect and deference, indeed showing respect and deference to create distance will eventually lead to denial of compliments by the complimentee.

Another way to commit deference can be done by using honorific expression and it is quite common and acceptable in Indonesian culture especially Javanese. Using honorific expressions can be meant to state formality and social distance between the speaker and the addressee. Kim & Biber (1994: 176) propose that honorific expressions are used to express deference to the addressee or the person spoken about. It can be done by stating humble expressions that are particular pronominal forms (first and second person) and particular verbs used with first person pronouns in which these forms also show deference to the addressee related to the speaker/writer. The use of politeness markers within sentences is presented in the examples below.

- (1) Please, Mom. Please let me go. Tonight's the last night.
- (2) Sir, could you tell me a big whale is?
- (3) Wow, that's amazing fact. Thanks a lot my friend.
- (4) May I sit here, if you wouldn't/don't mind?
- (5) Close the door, will you/would you?

b. Play-downs

Play-downs mean that both speaker and hearer understand syntactic devices which tone down the perlocutionary effect on an utterance which is likely to have on the addressee. Speaker can employ play-downs by using these four strategies: using of the past tense (**I wondered if . . . , I thought you might . . .**), using progressive

aspect together with past tense (**I was wondering whether . . . , I was thinking you might . . .**), using an interrogative containing a modal verb (**would it be a good idea . . . , could we . . .**), and using a negative interrogative containing a modal verb (**wouldn't it be a good idea if . . . , couldn't you . . .**). The use of play-downs within sentences is for example;

- (1) I wondered if you could tell me the truth,
- (2) I was wondering whether you could have a dinner with me tonight, and
- (3) would it be a good idea for us to have dinner tonight?.

c. Consultative devices

Consultative devices technically open for bidding the addressee's cooperation. There is a tendency to use consultative devices to show deference to the addressee to perform voluntary act. Both speaker and hearer technically understand structures which seek to involve the addressee and bid for his/her cooperation. In request strategy, the speaker does realize the use of these markers that the result is quite uncertain. Within sentences, the use of consultative devices is for example;

- (1) would you mind passing the salt to me?,
- (2) could you tell me how big a blue whale is?, and
- (3) will you clean the window?.

d. Hedges

Hedges can be defined as a way to be polite even speaker breaks or violates cooperative principle maxims. As Yule (1996: 38) states that speakers are not only aware of the maxims but that they want to show that they are trying to observe them,

indeed, speakers may not follow the expectation of cooperative principle but they are still polite. There are several types of hedges that arise in texts. In this case the researcher will only follow the degree of hedges proposed by House and Kasper which similar with type of hedges proposed by Hinkel (2004: 324) as conversational and informal hedges. This type of hedges indicates that the speaker and the addressee understand the avoidance of giving a precise propositional content and leaving an option open to the addressee to impose her/his own intent, e.g., **kind of, sort of, somehow, more or less, rather, pretty, as we all know, as far as we/I know, as is well known as the saying goes, from what I hear/see, and to cut long story.**

Hedges deal with an attention that both speaker and hearer understand the avoidance of giving a precise propositional content and leaving an option open to the addressee to impose her/his own intent. Hedging has received much attention in casual conversation as a means to facilitate turn-taking, show politeness, mitigate face-threats, but it is also considered as a mean to convey vagueness purposely. In any case, hedging represents an important aspect of language where the appropriate use of hedges reflects an efficient social interaction by showing the ability to express degrees of certainty and to master such rhetorical strategies which is required under certain circumstances. The use of hedges within sentences is for example;

- (1) Well, as we all know, it's better to have better public transport,
- (2) It's sort of silly, but I'd like a copy of the photograph.
- (3) As far as I know, you're maybe right about it.

e. Understaters

Understaters mean of under-representing the propositional content of the utterance by a phrase functioning as an adverbial modifier or also by an adverb itself. Understaters openly reduce the speaker's responsibility for claim or proposition and the extent of its implication. The use of understaters is commonly considered as the way to promote solidarity between the speaker and the hearer by the use of phrases such as **a bit, a little bit, quite, a second, a moment, briefly, few, a few**. Within sentences, the use of those phrases is for example;

(1) That's true my friend, but it's quite/a bit harsh to say that.

(2) Ok, but, will you wait for me a little bit.

(3) Briefly, it's only the way to deal with that man.

f. Downtoners

Downtoners modulate the impact of the speaker's utterance. Downtoners indicate the degree of probability and realize politeness and deference by which they mark uncertainty of proposition, e.g., **just, simply, possibly, perhaps, maybe, really, practically, slightly, hardly, at all, almost, nearly, only, somewhat**. The use of those phrases within sentences can be seen in the examples below.

(1) Student A: Sorry to hear that. The teacher invited us to see a film about

whales and I found some interesting facts about them. Student B: Really? Tell me about it.

(2) It's just OK. Just the way I like it.

(3) Maybe you are right, but is it OK for us to have a drink?

g. Committers

Committers function to lower the degree to which the speaker commits her/himself to the propositional content of the utterance. It can be defined as sentence modifiers that reduce the level of commitment of the speaker. Committers are technically similar with agreement maxim in which those markers seek agreement and avoid disagreement even though technically committers at this term more focus on how the speaker does lower his/her propositional content on his/her utterances to keep being polite, e.g., **I think, I believe, I guess, in my opinion**. The use of those phrases within sentences can be seen in the examples below.

- (1) I think it would be better for us to have a drink tonight.
- (2) In my opinion, the way our government's policy in raising the gas price is right for our economic condition.
- (3) Our professor statement about the big oil company is right. I guess.

h. Forewarning

Forewarning is a strategy that could be realized by a wide range of different structures in which the speaker makes some kind of meta-comment on a FTA or invokes a generally accepted principle which he/she is about to flout, etc. This strategy tends to hide a propositional content of an utterance that makes the addressee have to grasp it. When using this strategy, the speaker usually starts his/her utterances with compliment before he/she starts flouting the message. The most common strategy that fits with this category is but-clause which might indicate violating or flouting maxims of cooperative principles. The examples of this strategy within sentences are:

- (1) I think about that, but why don't you look it first,
- (2) reality shows in TV are very popular in around the world, but honestly, are they really help people or just for the commercial profit?, and
- (3) far it from me to criticize, but your way to present the material using slide show is a little bit boring.

i. Hesitators

Hesitators technically indicate a speaker's attitude toward what he/she is saying in which his/her utterances are the most salient clue to the presence of a face-threatening act. Watts (2003: 183) indicates that "Er" and "ah" are also considered as hesitators. Filled pauses (hesitators: **er**, **ehm**) can also be a common feature of less fluency in conversation in which it will eventually help the speaker plan on what follow or indicate incompleteness of his/her turn. Hesitators are usually formed into what people call as pauses which are usually filled with non-lexical phonetic material such as "er", "uhh", "ah", or instances of stuttering. The use of this strategy in sentences is for example;

- (1) er... do you have another pen?,
- (2) uhmm... you might be right but it will be better to check the fact first, and
- (3) uhh... is that your dictionary? Can you lend me for a second?.

j. Scope-staters

Scope-staters express a subjective opinion about the state of affairs in the proposition. Scope-staters have a similar propositional content with an indirect

statement which is actually used by the speaker to avoid imposing other's face directly. The use of this strategy within sentences is for example;

- (1) I'm afraid you're in my seat,
- (2) I'm disappointed that I couldn't watch the match clearly, and
- (3) it was a shame that it's too hard for me to do the task at home individually.

k. Agent avoiders

Agent avoiders refer to propositional utterances in which the agent is suppressed or impersonalized so that the speaker will deflect the criticism from the addressee to some generalized agent. A very common example of agent avoiders is a passive structure. Passive voice can be the way to achieve negative politeness. Passive voice is another way in negative politeness to avoid mentioning the people involved in an FTA. The passive voice can be used to avoid blaming explicit persons for several occasions. In addition, passive voice can also be used to create distance between the speakers and hearers or from the particular FTA. Agent avoiders within sentences are for example;

- (1) It is commonly accepted that smoking should be banned in public,
- (2) shoes are not allowed here, and
- (3) I'm very sorry to hear that, but unfortunately, I am completely booked right now.

3. Language Teaching and Learning Materials

The choice of the teaching and learning materials is quite important since the learners are making their initial steps in learning the language and getting a hold with other cultures. Materials especially in the coursebooks should accommodate the learners' attitude towards the language and culture. It means that language teaching and learning materials in the coursebooks may encourage or hinder the process of developing learners' intercultural competence. Hence, choosing language teaching and learning materials should be based on the students' needs and interests.

Materials should function as the teaching resources in which ideas and activities are generated for instruction/learning. Therefore, they should give teachers rationales for what they should do in the classroom. However there are many materials in coursebooks which are too inflexible to be used directly as instructional ones. According to Richards (2001: 258), materials may be suitable for students' needs even though they are not designed specifically for them. In this case, through coursebooks, it enables teachers to review and prepare the materials for their lessons. He adds that materials in the coursebook can and should allow for adaptation and improvisation.

a. Characteristics of Materials

Materials may include hidden curriculum that represent character education which includes attitude of relationship between the teacher and the student and between social and cultural values (Kohlberg, 2004: 605; Richards, 2011: 13). Materials ideally have an underlying instructional philosophy, approach, method, and

content, including both linguistic and cultural information. Therefore, the authors of any coursebooks should consider what language is about and how it should be taught.

In Communicative Language Teaching (CLT) era, according to Richards (2006: 14), materials writers have sought to find ways of developing classroom activities that reflect the principles of a communicative methodology. In further, he explains that communicative methodology is important and that communicative methodology is based on authenticity, realism, context, and a focus on the learner. However, he argues that what constitutes these characteristics is not clearly defined, and that there are many aspects of each. He questions the extent to which these are reflected in coursebooks that are intended to be communicative.

There are three characteristic of materials that any materials developers should consider when developing materials for teaching and learning activities, i.e. language content, information on culture and the content of materials from learners' point of view.

1) Language Content

The language and content of the materials are drawn from and related to the language input according to what the learners will need in order to do the task (Hutchinson and Waters, 1987: 109). The language and content in the English materials need to be correct, natural, and recent. Moreover they need to be in the standard English. Since students' vocabulary is limited, the vocabulary in the materials especially in coursebooks should be controlled. In addition, the materials in the coursebooks should provide information to help students understand vocabulary

that they may not be familiar with. Besides controlling the vocabularies, for lower-level students, grammar should also be controlled.

Teachers need to be aware of the language and content which are covered in the selected materials. Moreover, teachers need to consider whether the language and content of the materials are appropriate for the students or not. The appropriateness of the language content in the materials can be analyzed by the teacher through the need analysis which has been decided before the teaching and learning activity is started.

2) Information on Culture

Information on culture is an important aspect in materials development. Grave (2000: 154) says that developing material activities should consider on cultural aspects. Any material developers need to be aware of cultural information to create the appropriate materials for the learners. The cultural information included in any English materials need to be correct and recent. They should not be biased and should reflect background cultures of the target learners. Covering cultural information on the materials also need to be aware of the target learners or coursebooks users. It is important to understand the coursebooks users' background of culture in order that there will be no inappropriateness cultural point on the presented materials.

3) The Content of Materials From the Learners' Point of View

The content of the materials in the English coursebooks should be useful, meaningful and interesting for students (Richards, 2006: 22). Although no single subject will be interesting to all students, materials should be chosen based on what students generally are likely to find interesting and motivating. The choice of the

content in the materials which will be used may be based on the need analysis which has been already created by the teachers before the teaching process.

As a general rule, materials should be slightly higher in their level of difficulty than the students' current level of English proficiency. Materials at a slightly higher level of difficulty than the students' current level of English proficiency will allow them to learn new grammatical structures and vocabulary. Even though there is an exception in which materials which are made for extensive reading and extensive listening materials should be easy enough for students to process without much difficulty.

With the development of technology, photos, visual, and audio materials have become very important components of language teaching and learning materials, and they are becoming easier to gain. Teachers need to be able to evaluate materials involving photos, videos, and computers now. Teachers should adjust the materials with the learners whether the materials such as picture, audio, or video are highly appropriate for them.

b. Authentic and Non-Authentic Materials

Dealing with materials for ELT process, there is also an argument of the authenticity of the materials which may be presented in the lesson. Authenticity is not a simple matter of materials taken from everyday life activity but how it can support the learners' language function and use, for example: menus, letters, news articles from magazines or news papers and many others. Choosing authentic materials is not

only based on any interesting points of articles and pictures but how authentic materials give the learners motivation to learn. In other word, the authentic materials should support the learners and provide the optimal learning opportunities (Grave, 2000: 156; Nunan, 2004: 49). Clark and Silberstein in Richards (2006: 20) suggest some favor of the use of authentic materials which include:

- (1) they provide cultural information about the target language,
- (2) they provide exposure to real language,
- (3) they relate more closely to learners' needs, and
- (4) they support a more creative approach to teaching.

Authenticity in materials design and learning activities has never been far from the thoughts of many English as Foreign Language (EFL) teachers because authenticity gives various positive effects to the learners. According to Richards (2001: 252) authenticity can increase the students' motivation due to face validity, provision of appropriate cultural knowledge, exposure to real language, attention to future student needs, and support of more creative teaching. He adds that authenticity is an important feature of communicative approaches to language teaching and there is often considerable pressure on materials writers and teachers to provide authentic materials. Furthermore, Mishan (2005: 41) synthesizes the implication of authentic texts for the basis of language learning materials.

- (1) Authentic texts provide the best source of rich and varied comprehensible input for language learners.
- (2) Elaborative changes to a text enhance comprehensibility better than does simplification.
- (3) Authentic texts impact on affective factors essential to learning, such as motivation, empathy and emotional involvement.
- (4) Learning style (individual or culturally-conditioned) need not be an impediment to the efficacy of the use of authentic texts and tasks for learning.

- (5) Authentic texts are suited to a naturalistic, consciousness-raising approach to learning TL grammar.
- (6) Authentic texts are particularly suited to the deployment of the more holistic mode of language processing, top-down processing.
- (7) Authentic texts (from the audio and audio-visual media in particular) stimulate ‘whole brain processing’ which can result in more durable learning.

Authentic texts (either written or spoken) are those which are designed for real use in society that are not especially constructed for educational purposes. The use of English authentic materials will enable the EFL learners to understand the language as the real-life language use. There are quite a lot of unlimited supplies of real-world textual materials (authentic materials) which can be used by the creative EFL teachers to meet their classroom needs of materials such as **schedules, calendars, advertisements, menus, notes, receipts, coupons, tickets, and the list goes on which can be easily found in television, internet, magazine, or newspaper.**

Different with real-world use, usually a non-authentic material does not have the characteristics of real-life language. It typically consists of the linguistic items that aim to teach or comprehend the knowledge about the language and it is merely constructed to educational purposes. An example of non-authentic text is passages from coursebooks that were created by the authors to illustrate or practice new linguistic items. Many materials developers develop semi-authentic materials which try to include the characteristics of real-life language, but at the same time, they still focus mainly on teaching and reinforcing the language goals.

Non-authentic or created materials refer to coursebooks and other specially developed instructional resources (Richards, 2001: 252). He points out that authentic materials are preferred over created materials because they contain authentic language and reflect real-world uses of language compared with the contrived content of much created materials. Authentic materials are believed to be able to enhance students' motivation but non-authentic or created materials can do too. In this case, non-authentic materials that are covered in the coursebooks are usually designed to look like real-world content that can be interesting and motivating for learners. In fact, teachers mostly use mixed materials (authentic and non-authentic) to get the advantages of both.

Non-authentic text, in language teaching terms, is one that has been written especially for language students. Dealing with coursebooks as materials sources in classroom, the materials in the coursebooks especially in non-vocational schools are merely constructed in non-authentic materials in which the texts are produced by the author which may adopt or adapt the authentic materials. Non-authentic materials will especially lead to educational purposes in any rank in which the texts are produced based on the real-life use but they are focused on teaching and learning setting.

Dealing with authentic and non-authentic materials, especially in the coursebook, the form of texts that will be analyzed in this study covers both of authentic and non-authentic ones. In fact, the use of authenticity in the coursebook is quite poor. In the coursebook, the author provides non-authentic materials with adaptation to real-world use to provide the authenticity as well.

c. Coursebook

A coursebook is designed to accompany a specific academic course or one specified by the writers of the coursebook to be read by its students. Teachers commonly believe that students need a coursebook. They often assume that there are several appropriate available for the students. In choosing a coursebook for students, teachers need to take many different factors into consideration. They need to think about their students' needs, interests, ability and level (Richards, 2001: 255; Grave, 2000: 151).

Cunningsworth (1995: 5) states that the coursebook can play several different roles in the teaching/learning process. First, a coursebook is a resource of presentation material. Second, a coursebook is a source of activities for practices and communicative interactions. Third, a coursebook is a reference book (grammar, vocabulary, pronunciation). Fourth, a coursebook is a syllabus and a resource for self-directed learning or self-access. The last one is that a coursebook has to support for less or experienced teachers.

Coursebook is seemingly the best resource of teaching and learning activity in the course session. Coursebook may support teachers to achieve the purpose of the teaching and learning activity. However, there is no coursebook in public market that will be exactly suitable for learners (Cunningsworth, 1995: 3). Indeed, it is important that selecting the coursebook as the resources of materials should closely suit to the learning aims, methods, and values of the teaching and learning program.

Choosing a coursebook is not a frivolous matter. When the teachers have decided on one coursebook for their students, they should make an informed decision. It should be made based on analysis and knowledge. Furthermore, they shouldn't be forced to choose one coursebook over another by anyone. In addition, Richards (2001: 256) points out that choosing coursebook based on a clear and detailed analysis of what it offers and of the students' needs is much more important because a coursebook may be ideal in any situation when it matches with the needs of the situation perfectly.

It is very important to know what to look for when choosing a coursebook. Grave (2000: 151) points out that before choosing a coursebook for the students in any course, it is important to create a needs-analysis for the students. It is important to look for what the students will need to know by the end of the course or school year. Once the needs-analysis is done, it is a good idea to create a list of items that teachers consider desirable in a coursebook. Based on these lists, any coursebooks can then be analyzed. Furthermore, Cunninsworth (1995: 2-3) proposes that there are several initial questions which may lead to select a good coursebook for the learners. They are presented below.

- (1) Do the aims of the coursebook correspond closely with the aims of the teaching program and with the needs of the learners?
- (2) Does the coursebook suit to the learning/teaching situation?
- (3) How comprehensive is the coursebook? Does it cover most or all of what is needed? Is it a good resource for students and teachers?
- (4) Is the coursebook flexible? Does it allow different teaching and learning styles?
- (5) Does the coursebook cover the materials items i.e., grammar, pronunciation, vocabulary appropriate to the learners level and needs?

- (6) Are style and appropriacy dealt with it? If so, is language style matched to social situation?
- (7) Are four skills adequately covered, according to the course aims and syllabus requirements?
- (8) Are materials for spoken English well designed to equip learners for real life interactions?

A good coursebook may cover any topic which can be real-life (authentic) or created (non-authentic). Real-life topics (authentic) are usually more interesting. When teacher has selected any coursebook in the teaching process, he/she may have a question “are those topics included in the coursebook?”. Real-life topic (authentic) may cover implicit values which may deal with social and cultural features. These values usually are not explicitly stated so that it is important for the teacher to explore and identify those implicit values to be explained to the students.

4. Look Ahead 2

The coursebook entitles *Look Ahead 2 An English Course for Senior High School Students Year XI* written by Th. M. Sudarwati and Eudia Grace. The coursebook is published by Erlangga in Jakarta, 2007. It consists of six chapters and consists of 204 pages which mainly cover five text types, i.e. Report, Narrative, Analytical Exposition, Spoof, and Hortatory Exposition.

The coursebook is the main coursebook that must be handed by the students in SMA N 1 Wates. The English teacher is quite simply to rely on the materials and activities provided by the book. The use of the coursebook seems to have to be appropriate with the availability and the appropriateness of the materials. The availability of the materials seems to be quite enough and well covered for the

curriculum statement. In this case, the appropriateness of the materials seems to be a big question for the users and readers because of the inappropriate expression that is unfortunately covered on it. There were several problems in pragmatic aspects for example some of the utterances contained in the coursebook were not coincide with some pragmatic theories. Those were, for example the use of inappropriate words that indicate impoliteness.

5. Politeness in Coursebook

Materials in coursebook typically include a list of phrases, clauses or sentences that indicate strategies which are used to show politeness or formality context. Sometimes, the strategies are in the form of expressions of particular speech acts, some general comments regarding contextual use, and role-play activities. A coursebook has to present suitable materials for learners such as an illustration on how to respond an expression of gratitude and compliment and how to end an interaction in which a compliment is intended as a conversational opener.

Politeness is a contextual principle which may be different from one culture to another (Meyerhoff, 2006: 81). In this case, being polite is commonly dealt with appropriateness. In the classroom context, teachers do not necessarily want their students to produce a steady stream of some polite expressions such as, “sir”, “please”, or “would you be so kind as to”. All of those examples can be used appropriately but they may be used inappropriately as well.

Because appropriateness is highly situation-dependent, contextual factors are often ascribed different values and interpretations across cultures. What is perceived as a formal context in one culture may be seen as an informal one in another. What is considered in one culture to be a normal amount of complimenting may seem excessive in another. Because of those reasons, context is essential for everyone to know what strategy is appropriate and how it should be interpreted. Watts (2003: 141) states that what is 'polite' or 'impolite' language can only be assessed as such by analysing the context of real social practice.

Students should be introduced to a wide variety of strategies to deal with politeness strategy. It is also important to see what notion of politeness the coursebook has and whether it is comprehensive enough or not. Very often a coursebook does not have a very clear notion of what politeness involves and they are very confusing for the learner. Direct imperatives often sound discourteous to English people but they may be perfectly acceptable in another language. These aspects should not be treated in a superficial way but they should be made explicit to the learner to avoid confusions.

B. Related Studies

The researcher finds that there are several studies on politeness strategy in coursebook. The first one is *Positive politeness strategies in oral communication I textbooks* Yuka (2009) which focuses on how many and what kind of address terms are presented, which is one of the important positive politeness strategies. The second

study is *Analysis of Request Events in English Textbooks for Japanese Secondary Schools* Konakahara (2011) which investigates request speech events represented in English textbooks for Japanese secondary schools. It analyzes a range of request realization strategies and contextual information in request events. The last is *Politeness markers in English for business purposes textbook* Minoo and Sajedeh (2012) which aims to investigate the politeness markers based on House's and Kasper's politeness taxonomy in the spoken discourse of the ESP textbook entitled *Business Result* in order to find a pattern of these politeness markers in business conversations.

C. Conceptual Framework

Pragmatics is a linguistics branch which deals with utterance meaning (Yule, 1996: 3; Cutting, 2002: 1). Pragmatics deals with figurative meaning in which pragmatist will not see any utterance meaning from its surface. Pragmatics has a huge relationship with context in which pragmatics deals with utterance meaning based on the context. One aspect on pragmatics which is important to be learnt is politeness. Politeness is defined as an action taken to counter-balance the disruptive effect of face-threatening acts (FTAs). Politeness is defined as using communicative strategies to create and maintain social harmony. This can be done in various ways: being contextually appropriate, following social and cultural norms, being socially positive by addressing face needs.

Realizing politeness strategy can be done by following Brown's and Levinson's theory and Leech's maxims. According to Brown's and Levinson's face hierarchy, there are four types of politeness i.e. on record, off record, positive politeness and negative politeness. Another way of politeness strategy is by demonstrating Leech's maxims of politeness which consist of six main maxims, i.e. Tact, Generosity, Approbation, Modesty, Agreement and Sympathy. Leech's and Brown's and Levinson's framework of politeness strategy are quite difficult to be employed in politeness realization because those two theories tend to be difficult to be applied in utterances. The main reason is that it is quite difficult to place an utterance to be categorized as one of the Leech or Brown and Levinson strategy. At this study, the researcher employed House's and Kasper's taxonomy to encode the realization of politeness strategy in coursebook, i.e. *Politeness markers*, *Play-downs*, *Consultative devices*, *Hedges*, *Understaters*, *Downtoners*, *Committers*, *Forewarning*, *Hesitators*, *Scope-staters*, and *Agent avoiders*.

D. Analytical Constructs

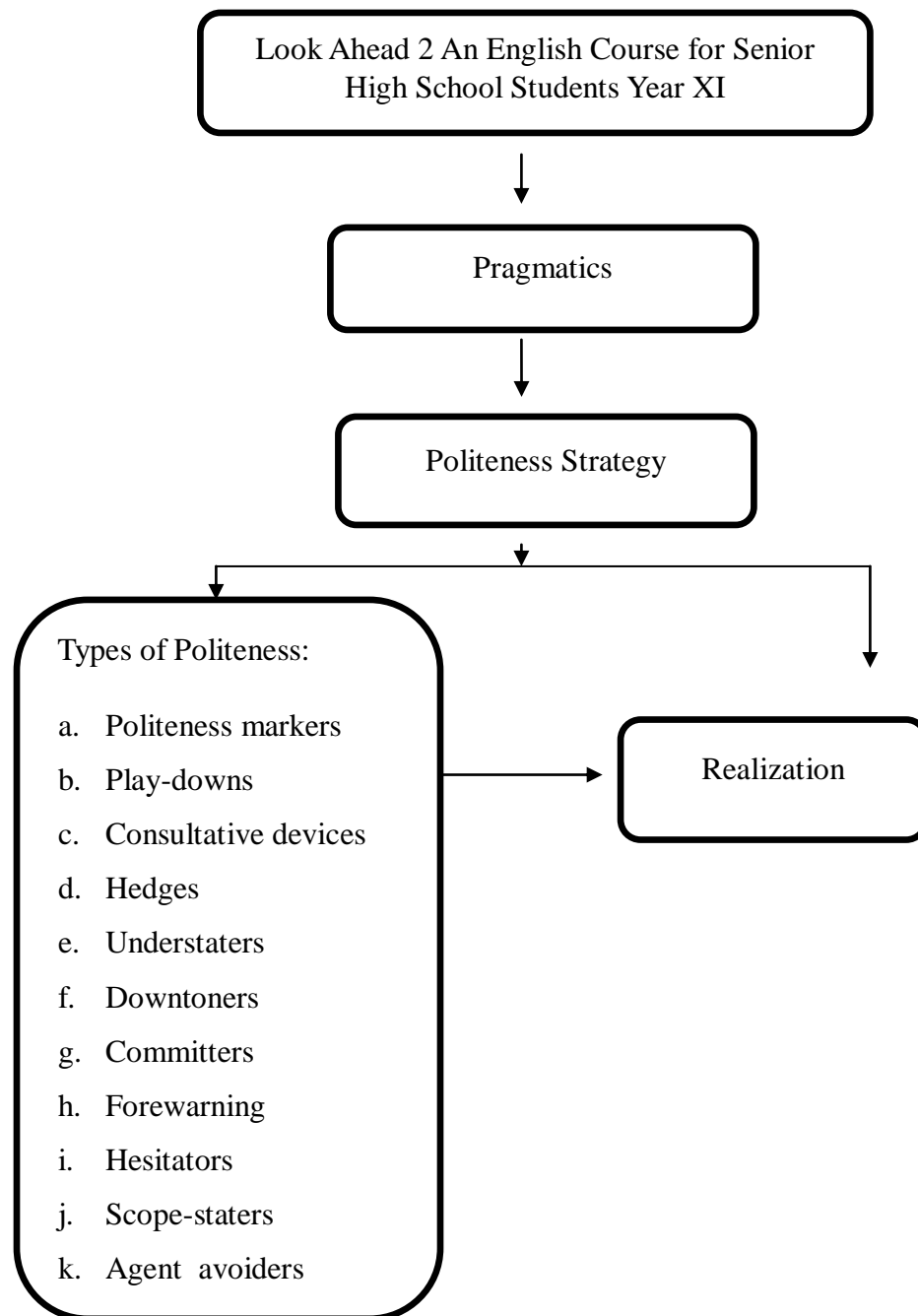


Figure 1: Analytical Constructs

CHAPTER III

RESEARCH METHODS

A. Type of the Research

The research relates to language use in social contexts through the pragmatic aspect. This research is categorized as a descriptive-qualitative study, because descriptive-qualitative study was an appropriate one to describe any phenomenon in social settings that described a real fact of human life. A qualitative study described life world from inside point of view, from the view of the participant (Flick, von Kardorff, & Steinke 2004: 3). A qualitative study aims at providing an in-depth and interpreted understanding of the social world of the research participants by learning about their social and material circumstances such as their experiences, perspectives and histories (Snape and Spencer, 2003: 3). A qualitative research is categorized as an inductive exploration of a problem or issue rather than a deductive testing of a hypothesis, as in many quantitative researches (Macfarlane, 2010: 20). Rasinger (2010: 52) adds that qualitative studies are naturally inductive which means that the researcher derives the theories from the results of the research.

Related to the approach, the method of this research was an inductive reasoning which works the opposite way from deductive study, moving from specific observations to broader generalizations and theories. This is sometimes called a “bottom up” approach in which it consists of three steps that lead to inductive

methods of data collection: the researcher systematically observes the phenomena under an investigation, searches for patterns or themes in the observations, and develops a generalization from the analysis of those themes (Lodico, Spaulding, & Voegtler, 2010: 10).

B. Form, Context, and Source of Data

The data were taken from a coursebook which is used in senior high school. The coursebook entitles *Look Ahead 2 An English Course for Senior High School Students Year XI*. The data were mainly taken from the texts covered in the coursebook itself. The data were taken in the form of words, phrases and utterances which indicated a politeness strategy. Dealing with pragmatic utterances, the researcher used a dialogue and paragraph as a context to indicate the meanings and contexts of the utterances. Therefore, the researcher took the dialogue and paragraph as a context clue for the chosen utterances.

The source of the data of the research was a printed document of teaching and learning materials, i.e. a coursebook. The coursebook was written by Th. M. Sudarwati and Eudia Grace. The coursebook was published by Erlangga in Jakarta, 2007. It consists of six chapters and consisted of 204 pages which mainly cover five text types, i.e. Report, Narrative, Analytical Exposition, Spoof, and Hortatory Exposition.

There were several problems in pragmatic aspects for example some of the utterances contained in the coursebook were not coincide with some pragmatic

theories. Those were for example the use of inappropriate words that indicate impoliteness. Thus, the study tried to analyze the language use from the pragmatic side, especially how politeness strategy was applied in the coursebook.

C. Technique of the Data Collection

A qualitative researcher commonly uses live objects. Such techniques like observation, interview, or documentary analysis are commonly used by qualitative researcher in the data collection. Lodico, et.al (2010: 112) add that researcher collects qualitative data in the form of words, pictures, or both. In this research, the researcher collected data from the coursebook: *Look Ahead 2 An English Course for Senior High School Students Year XI*.

Following Moleong's theory (2007: 168), in this qualitative research, the researcher acted as the major instrument of the study and the researcher himself was the designer of the research. Another instrument that the researcher used in the study was data table that was presented in Table 1. As the researcher was the primary instrument in this research, the researcher took several actions to collect data. There were five steps that the researcher did to collect the data.

Firstly, the researcher took an observation to the coursebook content whether the data were available in the coursebook. The researcher observed the covered texts in the coursebook that could be classified as politeness strategy. Secondly, the researcher searched and collected several theories that supported the reliability of data selection. The researcher mainly collected relevant theories from several published

books, journals, and supported articles. Thirdly, the researcher selected the reliable data that could be classified in politeness strategy. The data that the researcher took from the coursebook were technically in the form of conversations and paragraphs. After collecting the data, fourthly, the researcher tabulated the data into the data sheet. And the last step of the technique of the data collection, the researcher classified the data in the data sheet. The researcher classified the data that were analyzed later as a politeness strategy that was realized in the coursebook itself.

Table 1: Types of Politeness Strategy

No	Code	Data	Types of Politeness Strategy										
			Pm	Pd	Cd	Hs	Us	Dt	Cm	Fw	Ht	Ss	Aa
1	001/Pm/CI/P4												

Note:

001 : Number of Data
Pm : Type of Politeness (Pm: Politeness Markers)
CI : Chapter of the Coursebook (CI: Chapter I)
P4 : Page (P4: Page 4)

Pm : Politeness markers
Pd : Play-downs
Cd : Consultative devices
Hs : Hedges
Us : Understaters
Dt : Downtoners
Cm : Committers
Fw : Forewarning
Ht : Hesitators
Ss : Scope-staters
Aa : Agent avoiders

D. Technique of the Data Analysis

In this qualitative study, the researcher used a context analysis. Denscombe (2007: 236-237) states that content analysis is a method which helps the researcher analyse the content of documents. Basically, it is a method that can be used with any text, whether it will be in the form of writing, sounds or pictures, for example educationists will study the content of children's books, and historians will analyse politician's correspondence in newspaper or journal. He adds that content analysis generally follows a logical and relatively straightforward procedure.

- (1) Choose an appropriate sample of texts or images. The criterion for the choice of such a sample should be quite explicit.
- (2) Break the text down into smaller component units. The unit for analysis can be each and every word. Alternatively, the analysis can use complete sentences as the unit, whole paragraphs or things like headlines. It can also be based on visual images or the content of pictures.
- (3) Develop relevant categories for analyzing the data. The researcher needs to have a clear idea of the kinds of categories, issues and ideas that he or she is concerned with and how these might appear in the text.
- (4) Analyse the text.

E. Trustworthiness

All qualitative researchers collect multiple sources of data to ensure that they have a deep understanding of the phenomena being studied. In this research, the

researcher used triangulation technique to assure the trustworthiness of the data. Triangulation is a process used by qualitative researchers for data analysis when different data sources are compared with one another (Lodico, et al., 2010: 165). According to Denzin in Angouri (2010: 34), he says that there are four types of triangulation.

1. Data triangulation

Data triangulation means the application of more than one sampling method for data collection. It can be done by comparing the data sample from interview and observation. Patton in Moleong (2007: 330) states that there is no exact result from the data comparison that in this case, it is much more important to understand that there are some differences in the result of the data sampling.

2. Investigator triangulation

Investigator triangulation means the involvement of more than one researcher. Investigator triangulation involves the use of multiple observers, interviewers, or data analysts in the same study to do corroboration. Silverman in Cohen, Manion, & Morrison (2005: 114) comments that investigator triangulation refers to the use of more than one observer (or participant) in a research setting. The use of investigator triangulation will help the researcher reduce inappropriateness in the data collection.

3. Theoretical triangulation

Denzin in Angouri (2010: 34) states that theoretical triangulation is defined as the use of multiple theories in the same study for the purpose of supporting or

refuting findings since different theories help researchers to see problem at hand using multiple lenses. Lincoln and Guba in Moleong (2007: 331) state that theoretical triangulation cannot check the degree of the validity of facts with one or more theories. In contrast with them, Patton in Moleong (2007: 331) states that it can be done by doing rival explanation.

4. Methodological triangulation

Methodological triangulation means the use of more than one methodology. Methodological triangulation is the type of triangulation that has been widely used in social sciences. This type of triangulation, however, is quite confusing because the two levels can occur in the research process that has eventually led to some authors to refer to mix qualitative and quantitative research paradigms in the same study.

In this research, the researcher used investigator and theory triangulation. Investigator triangulation involved more than one investigator who are experts in the pragmatic discipline to help the researcher finish this study. Investigator triangulation was conducted by peer correction in which the research was investigated by other observers or experts. In this research, the researcher consulted the research analysis to the supervisors. The researcher also did a peer correction with friends as another researcher and observer. In this research, the researcher also used theory triangulation. Theory triangulation was done by using more than one theory in analyzing the data.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter presents the results of the research which relate to the objectives of the research mentioned in the first chapter: describing the types of politeness strategy found in the coursebook and analyzing the realization of those types of politeness strategy in the coursebook. This chapter is divided into two main sections, i.e. research findings and discussion. The first section shows the data analysis results of the types and the realization of the politeness strategy in the coursebook. The second section explains about the analysis of the results of the study related to the materials availability regarding the curriculum demand.

A. Research Findings

1. Types of Politeness Strategy in the Coursebook

Politeness is one of the cultural aspects that should be covered in developing coursebooks. Brown and Levinson in Wardhaugh (2006: 276) define politeness as a face threatening strategy. They determine the term politeness on how people should treat face as the matter of social relationship. Politeness can be also checked from maxims approach as Leech's theory which covers six points which mainly consider on how to treat self and others. Leech (1983: 107) proposes six maxims of politeness principles i.e. tact, generosity, approbation, modesty, agreement, and sympathy which concern on self and other's point of view rather than face strategy. Being polite is not

simply enough to say please and thank you (Holmes, 1995: 296). Being polite should consider context as well (Cutting, 2002: 52)

According to the results of the research, the types of politeness which were found in the coursebook were *Politeness Markers*, *Play-downs*, *Consultative Devices*, *Hedges*, *Understaters*, *Downtoners*, *Committers*, *Forewarning*, *Hesitators* and *Agent Avoider*. The researcher provides a table which shows the percentage of each type of politeness in the coursebook, as follows.

Table 2: Percentage of Types of Politeness in the Coursebook.

No	Type of Politeness	Sum	Percentage
1	Politeness Markers	41	32.03 %
2	Play-downs	3	2.34 %
3	Consultative Devices	11	8.59 %
4	Hedges	8	6.25 %
5	Understaters	3	2.34 %
6	Downtoners	12	9.38 %
7	Committers	29	22.66 %
8	Forewarning	11	8.59 %
9	Hesitators	7	5.47 %
10	Scope-staters	0	0.00 %
11	Agent Avoiders	3	2.34 %
	Total	128	100 %

From Table 2 above, it can be seen that *politeness markers* rank first as the most frequent occurrences in the coursebook. *Politeness markers* which deals on adding the utterance to show deference to the addressee occurred the most frequently among other types in the coursebook. It occurred 41 times (32.03%). It indicates that the use of *politeness markers* in daily conversation becomes the most frequent uses rather than other types of politeness. It is quite acceptable that *politeness markers* are the most common way to state politeness in daily conversation. Employing *politeness*

markers to show deference to the addressee is the most acceptable and common way in society in which people are quite certain and aware of the use of polite behaviour to show deference to others. In this case, showing deference to the addressee becomes the major point in politeness behaviour. *Politeness markers* also become the most frequent and commonly acceptable in any contexts of the texts covered throughout the coursebook.

The researcher then found that *committers* occurred 29 times (22.66%). *Committers* deal with the speaker's propositional content or the idea of the utterance. In daily life, it is commonly accepted as the way to state and respond opinions or arguments. In this case, the use of *committers* is important to be covered in the coursebook because according to the curriculum, the students should understand the use of stating and responding opinions. *Committers* realization in the coursebook will eventually help students understand the way to state and respond opinion or agreement. This type of politeness strategy will eventually help the students state opinions while they face a discussion text. Because of those reasons, especially from the curriculum perspective, the use of *committers* becomes an integral aspect in all of the same level coursebooks. In addition, *committers* devices seem to have to be covered in the coursebook to fulfill the need of materials to reinforce the students in the way of stating and responding opinions or agreements.

The least occurrences of the type of politeness found in the coursebook were *Play-downs*, *Understaters*, and *Agent avoiders*. The researcher found that there were only 3 times occurrences (2.34%) for each of those types in the coursebook. Firstly,

play-downs can be defined that both speaker and hearer understand syntactic devices which tone down the perlocutionary effect of an utterance on the addressee. The researcher found that this type of politeness was indicated by interrogative sentences which were consisted of past modal verb. Secondly, *Understaters* deal with under-representing the propositional content of the utterance by a phrase functioning as an adverbial modifier or also by an adverb itself. *Understaters* can be used as the way to promote solidarity between the speaker and the hearer as well. Then, *Agent avoiders* refer to propositional utterances in which the agent is suppressed or impersonalized. The researcher found that the use of agent avoiders was through the realization of passive voice which is believed as a common way to employ this type of polite strategy in conversations. Those three types of politeness strategy were the least occurrences in the coursebook in which they only occurred 3 times each. It can be caused by the curriculum statement which does not include those types of politeness strategy in some functions of language use.

The researcher also found that there were some types of politeness strategy that occurred almost in similar occurrences. The similarity of the occurrences can be caused by the curriculum statement about the materials that the coursebook should cover. Similar with those types of politeness strategy that occurred less in the coursebook, it can be seen that the occurrences of some types of politeness strategy in the coursebook can be affected by the curriculum proportion as well. *Downtoners*, *Consultative Devices* and *Forewarning* seemed to occur in similar frequency in the coursebook. *Downtoners* which are commonly believed as a modulation of the impact

of the speaker's utterance occurred 12 times (9.38%) meanwhile *Consultative devices* and *Forewarning* occurred similarly i.e., 11 times (8.59%). The next type of politeness found in the coursebook was *hedges* which occurred 8 times (6.25%). Not too far from *hedges* in term of occurrences, *hesitators* occurred 7 times (5.47%) in the coursebook.

The researcher, then, found that the coursebook did not cover *Scope-statements*. *Scope-statements* express a subjective opinion about the state of affairs which is referred to the proposition. *Scope-statements* can be believed as the way to soften the negative force of the utterance. The speaker will use *scope-statements* such as expression of "I'm afraid" rather than the direct response of "Yes", in order to lower the potential negative effect of his/her utterance. The researcher found that the author did not cover the use of *scope-statements* in any available text and it can be caused by the context availability in Indonesian culture context that is not merely using such strategy to state a polite behaviour.

2. Realization of Politeness in the Coursebook

Dealing with politeness, a speaker is not simply considering on saying please and thank you (Holmes, 1992: 296). Saying "please" seems to be too general to realize politeness in conversations. Realizing politeness as the way to behave should consider on several aspects that will support the politeness application. In this study, realization of politeness is generally analyzed based on House and Kasper politeness

taxonomy that consists of eleven elements that determine the way of realization of politeness.

The data analysis found that the realization of politeness in the coursebook did not employ the *Scope-Staters*. In this chapter, the researcher analyzes the realization of politeness strategy according to the taxonomy presented by House and Kasper. The taxonomy consists of eleven kinds of linguistics politeness strategy in which Watts (2003:182) considers all of those types as expressions of procedural meanings (EPMs). As presented above, on the types of politeness discussion, the study found that there were ten types of politeness strategy that were covered in the coursebook and there was only one type of politeness strategy that was not covered on it.

a. Politeness Markers

Politeness markers deal with adding the utterance to show deference to the addressee and to bid for cooperative behaviour. The common ways to employ politeness markers are saying “please” and showing deference through stating compliment or honorific expression to respect the hearer e.g., Sir, Mr., Mrs., or Ma’am. Adding such expression will show the speaker’s deference and cooperative behaviour to the addressee. The way *politeness markers* orient to the deference and cooperative behaviour in line with social behaviour perspective that being polite seems to have to show social distance and deference behaviour that is commonly in line with a negative politeness strategy.

- (4:1) Jimmy: Dad, can I go to the movie with Tim and the guys tonight?
 Daddy: No you may not. You've been twice to the movies this week.
 Jimmy: **Please**, dad. Please let me go. Tonight's the last night. I'll do anything you want me to.
 Daddy: Will you clean the garage this afternoon before you go?
 Jimmy: Uhmmm... Okay deal.

(021/Pm/CI/P12)

The datum above shows the use of *politeness markers* that the speaker says "please" to show speaker's politeness realization. *Politeness markers* seem to be a simple way to realize politeness in a conversation. In the case above, the conversation took place at home in which Jimmy asks permission to his father to go out with his friends using common *politeness markers* expression "Please". This utterance shows that Jimmy realizes *politeness markers* by stating "please" to ask permission from his Daddy. Jimmy realizes politeness strategy to get permission using modal verb "Can I go..." then he follows his Daddy's response by adding his utterance with "please" to realize his respect to his Daddy and shows deference to the addressee and to bid for cooperative behaviour.

- (4:2) Daddy: Will you clean the garage this afternoon before you go?
 Jimmy: Uhmmm... Okay deal.
 Daddy: Deal. You can go with your friends but don't be too late.
 Jimmy: I won't, dad and thanks. **You're the best.**

(027/Pm/CI/P12)

Realizing *politeness markers* can also be done by stating compliment to the addressee to state thanking or to imply solidarity between the speaker and the addressee. Stating compliment in the conversation is commonly used to end the topic of the conversation and to imply a grateful expression of the speaker. In this case, the author employs *politeness markers* by using compliment after gratitude expression in

which it implies that the speaker has eventually reached the aim and to express gratitude as the addressee. Employing compliment to realize politeness as an example above will eventually create solidarity between the speaker and the addressee. In the case of Jimmy who asks to go out with his friends, he employs *politeness markers* by using compliment after his father permits him to go out with his friends. By using a compliment after getting permission from his father, Jimmy as the son will eventually create solidarity to his father in which Jimmy state closeness and avoid distance between him and his father.

(4:3) **Dear sir,**

I am writing to apply for the job as an accountant, which you advertised recently in Kompas newspaper. ...Thank you very much for your consideration and I look forward to hearing from you soon.

Yours faithfully,

(078/Pm/CIH/P110)

The sample of the datum above shows that showing deference to the addressee through formal letter can be done by using “Dear Sir”, to indicate the degree of formality that shows the distance between the writer and the reader of the letter. Showing honorific expression to state social distance and formality is very common in any society in which the speaker will be quite aware of other’s social and distance status. The use of honorific expression in the opening of a letter is commonly accepted to state distance between the writer and the reader. In this case realizing *politeness markers* in formal letter can be done by stating honorific expression “Sir” as it is shown in the example above or it can be done by stating the name with the title of the addressee such as “Mrs. Dunne or Professor Green”.

(4:4) Waiter: is your steak satisfactory?

Woman: Quite good.

Waiter: how's about your roast beef, **Ma'am**? Is it OK too?

Woman: it's just right. Just the way I like it.

Waiter: Will there be anything else, then?

Man: No, not at the moment.

(069/Pm/CIII/P83)

Similar with explanation above, this datum shows that the waiter adds an honorific expression “Ma'am” to imply that his/her addressee has higher social status and to keep being polite in formal occasion. The author of the coursebook provides an example that shows a realization of *politeness markers* in daily life in which it is taken from restaurant context. By using honorific expression, “Ma'am”, it can indicate that to realize *politeness markers* in daily life context is quite important. Honorific expression will indicate that the speaker is totally aware of the degree of formality that is considered as a way to create deference. Employing honorific expression will also be as a way to be aware of social distance or class between the speaker and the addressee.

b. Play-downs

The second term to realize politeness is *play-downs*. This strategy indicates that the speakers and hearers understand syntactic devices, such as a progressive aspect together with past tense, an interrogative containing a modal verb, or a negative interrogative containing a modal verb. This strategy is very common among speaker and hearer that using an interrogative sentence will create more negative politeness rather than a positive one. An interrogative sentence with past tense modal verb will be more polite than using just the present one. Even though the context is a

present time, past tense modal verb will be much more appropriate and polite to realize a politeness strategy.

(4:5) Student: **Mrs. Wilson, what do you think I should do about my chemistry class? Should I drop it or continue with it?**

Mrs. Wilson: I think it would be a good idea to talk with your instructor. Try talking with her about the problems, and see what she suggests.

Student: What if she says I should continue with the class?

Mrs. Wilson: then follow her advice. She doesn't want to fail you.

(011/Pd/CI/P8)

Play-downs is indicated by the modal verb "should" in the interrogative sentence, "**Should** I drop it or continue with it?". The datum above shows that the student realizes the politeness strategy to the teacher using an interrogative sentence that is filled with past tense modal verb to be more polite and acceptable. The speaker employs *play-downs* to imply negative politeness which is to show deference between the speaker and the addressee. The student employs *play-downs* to imply negative politeness which will show his/her social distance to the teacher. In this case, the student will eventually avoid rudeness and impoliteness.

(4:6) Student: Mrs. Wilson, what do you think I should do about my chemistry class? Should I drop it or continue with it?

Mrs. Wilson: I think **it would be a good idea to talk with your instructor**. Try talking with her about the problems, and see what she suggests.

Student: What if she says I should continue with the class?

Mrs. Wilson: then follow her advice. She doesn't want to fail you.

(013/Pd/CI/P8)

The datum above indicates that realizing *play-downs* is quite common through the use of the past modal verb. "I think it **would** be a good idea to talk with your instructor", this utterance shows that the speaker, Mrs. Wilson, realizes *play-downs*

when she speaks to her student which she naturally shows a negative politeness to create distance rather than a positive one. Using the past tense modal verb will indicate polite behaviour even though the context occurs in a present time.

(4:7) So to cut a long story, Tumenggung Arungbinang managed to get the stone flower with the help of Dewi Tisnawati. “**Would you come back to marry me after you have finished your task?**”, asked Dewi Tisnawati. “Yes, you have my word Dewi”, replied Tumenggung. (088/Pd/CIV/P126)

Play-downs can also be indicated by the modal verb “would” in the interrogative sentence, “**Would** you come back to marry me after you have finished your task?”. The datum above shows that the use of the modal verb in the interrogative sentence indicates negative politeness as well. The use of *play-downs* in conversation will empower negative politeness function which mainly functions to state deference and distance between the speaker and the addressee. The use of the past tense modal verb above indicates very polite behaviour from the speaker, Dewi when she speaks to Tumenggung. Realizing *play-downs* in daily conversation commonly presents polite behaviour through the use of the past tense modal verb which is highly accepted as the way to state polite behaviour even though the context is present.

c. Consultative Devices

Consultative devices technically open for bidding the addressee’s cooperation. There is a tendency to use *Consultative devices* to show deference to the addressee to perform voluntary act. In this case, the coursebook uses *consultative devices* to realize politeness as well. *Consultative devices* deal with understanding on structures

which seek to involve the addressee and bid for her/his cooperation. It can be seen in the datum sample below that Santi seeks cooperation with Professor Green for asking him to tell about the fact of a blue whale.

(4:8) Santi: **Could you tell me how big a blue whale is?**

Professor Green: Well, let me tell you. A blue whale is the largest animal ever known. It exceeds elephants and dinosaurs in size.

Santi: Wow, that's an amazing fact.

(003/Cd/CI/P5)

By showing cooperative strategy using the interrogative modal verb, “Could”, the speaker wants to seek cooperation to the addressee. In this case, Santi uses *consultative devices* “**Could** you tell me how big a blue whale is?” by commonly using the modal verb “Could” to seek cooperation to the professor and yet it still to show deference in which Santi knows her position as a student. In addition, the use of *consultative device* is in line with the concept that the speaker technically understands that the outcome is uncertain. Besides seeking cooperation to the addressee, the speaker also realizes *consultative devices* with the past tense modal verb, “Could”, in which it indicates that the speaker states polite behaviour and create distance between her and the addressee.

(4:9) Jimmy: Dad, can I go to the movie with Tim and the guys tonight?

Daddy: No you may not. You've been twice to the movies this week.

Jimmy: Please, dad. Please let me go. Tonight's the last night. I'll do anything you want me to.

Daddy: **Will you clean the garage this afternoon before you go?**

Jimmy: Uhmmm... Okay deal.

(024/Cd/CI/P12)

In the datum above, the speaker uses the modal verb “will” to seek for cooperative agreement between him and his son when his son asked him for a permit

to go to the movie. In this case, the speaker employs *consultative devices* to bid cooperation with his son in which his son will do a thing to grant a promise. This realization is commonly used by people in higher status to the lower one in which it is indicated by the use of present tense rather than past tense. By using the modal verb, “will”, the speaker will eventually ask an agreement to the addressee whether he/she will do the thing or not.

(4:10) Good morning, my friends. Today, I’m going to tell you about a computer. Who has a computer at home? Raise your hands. God! That’s wonderful! **Well, can I ask you what a computer is used for?** You, Lina, can you answer my question? Yes, that’s right! To process data, to store data, to type. Can anyone else add anything? What about you, Aryo?

(028/Cd/CI/P17)

In line with the explanation above, this datum shows that the speaker seeks cooperation to the audiences to give an opinion about something. In this case, the speaker employs *consultative devices* through the use of the modal verb “Can” which may imply a cooperative way to give opinions. This kind of strategy is quite common used in the classroom activity when the teacher asks the students to share an opinion or when a student does presentation and asks other students to give some opinions or criticism. By realizing consultative devices, the speaker is going to bid the audience cooperation to do a thing that is requested. In fact, the realization of consultative devices in the coursebook will eventually help the students to deal with asking, requesting or bargaining appropriately and politely.

d. Hedges

Hedges can be technically defined as the way of speakers to violate cooperative maxims. The speakers use *hedges* to show that they do not seem to disobey the rule of cooperative principles (Yule, 1996: 38). The direct imposition face seems less polite than the indirect one. Hence, the speakers use *hedges* as their way to avoid direct imposition to the hearers. *Hedges* deal with the intention that the speakers and hearers understand the avoidance of giving a precise propositional content and leaving an option open to the addressee to impose her/his own intent.

(4:11) The survey has made me sad, actually, because I stay and earn a living here in the capital. **As most people know**, Tanjung Priok Port smuggling is not a new thing at all. Entrepreneurs who want to minimize their tax payments tend to do such a thing more often. They even bribe the officials.

(118/Hs/CVI/P185)

The example above shows how the author employs *hedges* to avoid giving a precise propositional content and leaving an option open to the addressee to impose her/his own intent. In this case, the author uses the conversational and informal *hedges* by using the adverb “as most people know”. The use of *hedges* causes people to think more about what is being said. In this case, the use of *hedges* will encounter the hearer or reader to figure out what the speaker implies in his/her propositional content. In the example above, the speaker shows that what is being said is just approximate which means it is not an exact number of some quantity.

(4:12) Eric: It's awful sitting next to someone blowing smoke all over you, if you don't smoke yourself.

Rose: Sure, I agree. But if you do smoke, and don't forget it isn't a crime.

Eric: Well, that's where the government can help.

Rose: Yes, I suppose you're right. **On that basis we agree** that there should be some real efforts to discourage people from smoking. Well, I've got to go now and hand this paper to our teacher. It's nice to have talked with you. Thanks, Eric.

Eric: Bye, Rose.

(053/Hs/CIII/P78)

In the example above, the speaker uses of informal *hedges* to lead the addressee to imply the propositional content proposed by the speaker. "On that basis we agree", it is an example of expression that the speaker tries to avoid proposing precise propositional content in which it tends to lead the addressee to imply an agreement or maybe a disagreement. This expression will tend to be a response for an agreement statement or the speaker might indirectly imply a disagreement one. This expression appears in the last conversation that indicates a summing up statement to agree with some opinions after having a discussion before.

(4:13) **So to cut a long story**, Tumenggung Arungbinang managed to get the stone flower with the help of Dewi Tisnawati. Do you know what stone flower was? It was actually a swallow's nest and made of the bird's saliva when it was sleeping. The nest was stuck in the cave wall of Karangbolong hill.

(087/Hs/CIV/P126)

The datum above is quite common *hedges* which is to violate cooperative maxims. In this case, it is used to state politeness strategy to handle a long story into a brief one. The example above shows an application of conversational and informal *hedges*. In this case, the speaker understands the avoidance of giving a precise

propositional content and leaving an option open to the addressee to impose her/his own intent. The example above shows that the speaker uses *hedges* to realize politeness strategy so that the speaker does not directly impose the hearer. “So to cut a long story ...” is a quite common example of *hedges*. By using this kind of *hedges*, the utterances look like more polite and avoid directness. The use of *hedges* is generally applied by the author in developing non conversation texts that mostly shows the avoidance of direct imposition to hearers’ face.

e. Understaters

The speaker uses *understaters* to function as under-representing the propositional content of the utterance by a phrase functioning as an adverbial modifier or also by an adverb itself. *Understaters* will openly reduce the speaker’s responsibility for claim or proposition and the extent of its implication. The use of *understaters* is commonly considered as the way to promote solidarity between the speaker and the hearer.

(4:14) A woman is sitting at home entertaining her parents who have come around to congratulate her on the birth of their first grandchild. “So when can we see the baby?”, asks the grandmother. “**In a little while**”, replies the mother.

(113/Us/CV/P167)

The datum above shows the use of *understaters* applied by the woman to reply the grandmother’s question. The woman uses a phrase “in a little while” to reduce her propositional content and to promote her solidarity to the grandmother for requesting to wait. The woman realizes *understaters* to reduce her propositional content which she states to the grandmother.

- (4:15) Waiter: Is everything OK here?
 Man: Yes, thank you. Everything is fine?
 Waiter: is your steak satisfactory?
 Woman: **Quite** good.

(068/Us/CIH/P83)

Understaters will eventually weaken or soften the illocutionary force to the addressee. *Understaters* can be a way to show respect to others through appreciation, familiarity, or solidarity. The datum above shows that the speaker uses the word “quite” to state her appreciation to the food which may include her respect to the waiter and the cook as well as a matter of an opinion, “quite good”. In this sense, the speaker employs *understaters* as a way to state a compliment. By using adverb modifier, “quite”, the speaker realizes her politeness response to the waiter question about the quality of the steak she orders.

- (4:16) The next day, Jack’s father went to see the professor. He urged the professor to let Jack continue his studies the following year. “He’s a good boy,” said Jack’s father, “and if you give him a chance this time, I’m sure he will improve a lot next year”. “No, no. *That’s quite impossible,*” replied the professor, “Do you know, last month I asked him when Napoleon died, and he could no answer it.”

(114/Us/CV/P176)

The datum above shows that the speaker actually infers an implicature to his utterance, “That’s quite impossible”. In this case, the speaker intends to weaken his illocutionary force to the addressee to expect implied reasons. When the speaker weakens his illocutionary force, he will eventually avoid imposing the hearer face and avoid rudeness. The realization of *understaters* in this utterance is to state a negative opinion about quality of thing that the speaker actually directly states to the addressee. By using *understaters* in his opinion, the speaker avoid direct imposition

to the addressee in which the word “quite” is employed to reduce the illocutionary force of what is being stated.

f. Downtoners

The words, such as just, simply, perhaps, possibly, really, or maybe, seem to contribute a role in modulating an utterance. Those words give more modulating impact on speaker’s utterance. Those words are considered as *downtoners* in House and Kasper politeness taxonomy. Those words are simply used to highlight the speaker’s utterance that provides the speaker a way to less impose the hearer. In the coursebook, the author has provided quite many of those words. But for some reasons, *downtoners* can actually be formulated more to explore the politeness realization on texts.

Downtoners technically indicate the degree of probability to realize politeness and deference by which they mark uncertainty of a proposition. The use of *downtoners* in conversation seems to be similar with the modal verb uses especially “would” and “might” even though in this taxonomy, the degree of *downtoners* is actually marked with adverb of possibility. The adverb of possibility like “perhaps” or “probably” actually modulate the speaker’s utterance to state uncertainty and to give less imposition to the hearer.

- (4:17) Rose: Did you read the article about smoking? The person who wrote it must be crazy.
 Eric: I don't think so. I think the government should do everything to discourage people from smoking.
 Rose: **Maybe so.** But a law banning cigarettes does no good.
 Eric: What do you mean? In my opinion, though you can't suddenly make smoking illegal but it is important for government to establish law that prohibits smoking in public places like cinemas and hospitals.
 (045/Dt/CIII/P78)

The datum above shows how the author employs the degree of *downtoners* to modulate probability to the readers. The speaker, Rose, above uses “maybe so” to state her uncertain response to Eric’s opinion. She actually wants to disagree with Eric’s opinion about law banning cigarette. By using *downtoners*, Rose can politely disagree with Eric’s opinion about cigarettes in which she can add her own opinion of disagreement afterwards. Through the use of *downtoners*, she is quite aware on how to modulate her speech to avoid imposing the hearer and how she commits a politeness strategy.

- (4:18) Waiter: is your steak satisfactory?
 Woman: Quite good.
 Waiter: how's about your roast beef, Ma'am? Is it OK too?
 Woman: *it's just right. Just the way I like it.*
 Waiter: Will there be anything else, then?
 Man: No, not at the moment.
 (070/Dt/CIII/P83)

Different from the first one, in the datum above, the speaker uses “just” to modulate her utterance. It is simply to avoid imposing the hearer. She technically modulates the impact of her speech in order that her utterance will be less imposing and technically agreeing with the hearer. The speaker uses *downtoners* to try to scale down the potential unwelcome effects of the utterances which may have on their

interlocutors. By utilizing this strategy, they can avoid direct imposition to other's face.

(4:19) Interviewer: well, guys. In this occasion we will be talking about an interesting topic. Guess what it is... uhuh... it's HOMEWORK! Okay, Melissa, do your teachers always give you homework to do at home?

Melissa: Most of the time.

Interviewer: Hm... **really?** How do you feel about it? Is it effective or ineffective?

(074/Dt/CIII/P86)

Downtoners are used by the speakers to modify the impact of their utterances on the addressee. *Downtoners* can be a part of modality markers which are used to tone down the impact the utterance which may have on the hearers. In this case, the speaker uses *downtoners*, “really”, to state the degree of possibility through the use of interrogative utterance. By using *downtoners*, the speaker will certainly try to make the addressee imply any certain point about what is being asked. The speaker, in this case, realizes the politeness strategy through *downtoners* to explore on what is being stated by the addressee.

g. Committers

Committing agreement between speakers and hearers is quite important to learn to state agreement and disagreement expressions. *Committers* deal with how the speaker commits his/her propositional content of the utterances. The author of the coursebook has provided quite many examples of *committers*, however, the author does not give many more portions in stating the disagreement points that do not discrete the politeness itself.

- (4:20) **I personally think** that English is the world's most important language. Why do I say that? Firstly, ... From the fact above, it is obvious that everybody needs to learn English to greet the global era.
(075/Cm/CIII/92)

The datum above shows the realization of *committers* in an argument text to state the writer's opinion about English. By using *committers*, the speaker commits his/her propositional content about something which is merely formed in an opinion or argument. The use of *committers* expression is quite important for the students to build a way to state an agreement and disagreement among others. In this datum, it shows that the writer realizes *committers* through a clause "I personally think that..." in which the writer wants to commit his/her propositional content about English which he/she thinks as the most important language in the world.

- (4:21) Well, I think the measures taken so far to overcome the problem by punishing the corruptors is still not far enough. We have to prevent the younger generations from getting a bad mentality caused by corruption. **I believe** we should start at the earliest stages in school and I think everyone should be involved in the effort to eradicate corruption. We must not make any distinctions.
(120/Cm/CVI/P185)

In line with the previous one, the datum above shows the realization of *committers* in a text which is commonly called as a discussion text. The writer realizes the use of *committers* to state the argument about eradicating corruption. Through the realization of *committers*, the writer commits his/her propositional content that informs the readers about his/her argument about the discussed one. The writer realizes *committers* using "I believe" which indicates that he/she tends to commit the propositional content in the form of argument sentence. Because realizing

committers can indicate the writer/speaker argument about a thing, it can be believed that through realization of *committers* in the coursebook, the students will be able to employ *committers* as a device to state an opinion or argument when they deal with argument conversations or discussion texts.

(4:22) Edmundo: I don't get it Komar. I mean, if formalin is dangerous why don't they use other food preservatives instead of formalin?

Komar: Because it is a lot cheaper.

Edmundo: Oh, I see. Well, that explains everything, I guess.

Komar: I don't think so, Ed. **I mean**, I believe that the human life is the most important thing above all.

(065/Cm/CIII/P82)

The datum above shows that Komar disagrees with Edmundo's opinion and he is going to state his own opinion about the discussed topic. Komar wants to commit his propositional content through *committer*, "I mean" which leads his argument about the discussed one. Through the use of *committers*, Komar politely disagree with Edmundo's opinion by adding his own argument of why he disagrees with Edmundo's one. By committing an argument after stating disagreement, Komar tends to share solidarity between him and the addressee through discussion.

The use of *committers* seems to be the major point in the coursebook in which the degree of seeking agreement is important to be taught to the students in order that the students can technically state agreement and disagreement politely in written and spoken texts. *Committers* can be defined as sentence modifiers that reduce the level of commitment of the speaker. At the examples above, it can be seen that *committers* can be quite important to lower speaker's commitment to seek agreement among the

hearers so that the realization of *committers* is important to be covered in the coursebook.

h. Forewarning

Forewarning is a strategy that could be realized by a wide range of different structures in which the speaker makes some kind of meta-comment on an FTA. This strategy seems to be similar with off record politeness which determines an indirect statement rather than direct one.

(4:23) **I don't expect you to believe the story I am about to tell you. But in order to die peacefully, I must tell my story.** One day I came home very drunk. I was in a very bad temper. For some reasons, Pluto made me angry. I a rage, I seized the cat, took a small knife out of my pocket and cut its throat and took one of its eyes out! Then I hung the poor creature until it was dead.

(040/Fw/CII/P60)

But-clause seems to be quite important to start a disagreement from other's opinion. This method seems to be common to flout maxim of quality that the speaker wants to state another opinion that the addressee should listen. The first example, "I don't expect you to believe the story I am about to tell you. **But** in order to die peacefully, I must tell my story", the speaker tends to have an important opinion that the addressee should listen. To make it less imposing the hearer's face the speaker uses *forewarning* to state meta-comment that the hearer will imply the meaning of the message itself. In this case the writer tends to give a hint or clue about what the speaker/writer is going to imply afterwards.

(4:24) Once when a lion was asleep, a little mouse began running up and down upon him; this soon awakened the lion, who placed his huge paw upon him, and opened his big jaws to swallow him. **“Pardon, O king,” cried the little mouse, “Forgive me this time, I shall never forget it; who knows but what I may be able to do you a turn some of these days?”**

(108/Fw/CIV/P135)

The second example presents the use of but-clause to argue which may lead to another discussion. The text is taken from a folktale story that presents the mouse speech to have a discussion with the lion. “Forgive me this time, I shall never forget it; who knows but what I may be able to do you a turn some of these days?”, it shows that the mouse states a meta-comment on its statement that the lion should imply what the purpose is about. By using *forewarning*, the speaker tends to have an opportunity to state his/her own propositional content afterwards.

(4:25) **AFI has offered a unique package for viewers..... But frankly saying, AFI has not fully succeeded in reaching its main goal.** If you take an objective look at a number of the winners, you’ll see that they are not yet able to fill the most basic requirements, which is to sing properly. This is ironic, considering all the criticisms coming from the judges about pitch tones, tempos, and everything that has to do with becoming a good singer.

(122/Fw/CVI/P191)

Similar with the datum before, the one above shows a contradictory argument from a writer about a certain thing that is quite popular in the society. This kind of sentence is common in discussion texts that show how the writer contradicts other’s opinion with his/her own opinions. The writer proposes the argument with a basis opinion and compliment and then starts to contradict the statement with but-clause strategy to state some evidence that the writer’s opinion is right. “But frankly

saying...”, this expression is quite common in any discussion text or other argument texts in which this expression is commonly used to contradict the latest argument with the new one. This expression can also be indicated as a way to violate quality maxim that flout the argument with another one.

i. Hesitators

Another way to modulate a speaker’s utterance is by using *hesitators* which commonly consist of non-lexical phonetic materials. *Hesitators* are quite common in any language use in which it can be used as the way to state hesitation or to employ negative politeness concerning on the distance between the speaker and hearer. *Hesitators* can actually deal with the speaker power to start a conversation that it can be used as the way to indirectly impose the hearer face. The speaker uses hesitator to start the conversation to change the point to another one.

Hesitators in the coursebook should be exposed more in any conversation text in which the speaker employs *hesitators* as a way to begin the topic or simply to state disagreement and hesitation. *Hesitators* can also be used to state uncertainty that the speaker technically avoids imposing the hearer’s face and rudeness. *Hesitators* help the speaker modulate his/her utterance from rudeness when he/she thinks that his/her arguments can be true or false.

(4:26) Student A: It usually walks on deserts. It has a hump on its back. It is used to carry people or heavy loads. It has long leg and long curved neck. It is more than two meters tall. What is it?

Student A: Could it be a donkey?

Student B: No, I’m afraid not.

Student A: **Uhm...** it sounds like a camel.

(002/Ht/CI/P4)

The first example shows that the speaker seems to hesitate with his/her argument. Hence, he/she uses *hesitators* to avoid rudeness. This strategy is quite common to state uncertain things that might have some meanings. For some reasons, *hesitators* will help the speaker to avoid being impolite when he/she has to state an argument or to respond it. In the case above, Student A realizes *hesitators* to state uncertainty. By using *hesitators*, the speaker tends to have an uncertainty to state his/her propositional content which may be different from what that addressee intends to.

(4:27) The extension of the conversation:

Rose: Morning Eric.

Eric: Oh, hi Rose good morning. How are you today?

Rose: I feel better today, thanks. **Uhm...** is that today's newspaper?

Yeah the one that you are reading.

Eric: Yup.

(043/Ht/CIII/78)

The datum above shows that the non-lexical expression helps the speaker to begin a discussion or maybe an indirect request. *Hesitators* seem to be a common expression that indicates a polite way to ask or bid the addressee cooperation. In this case the speaker can also state an indirect request to have a conversation with the addressee. The use of *hesitators* leads to the speaker bid for the addressee cooperation to state an argument about something. Through the use of *hesitators*, the speaker tends to show negative politeness in which the speaker is commonly dealing with indirect utterances. In the datum above, it shows that the speaker, Rose, realizes *hesitators* to avoid a direct request to the addressee and she tends to use the indirect one to have polite request to the addressee.

- (4:28) Komar: Look at this newspaper. It says that some meatball sellers are suspected of mixing their meatballs with formalin.
 Edmundo: Formalin? I've never heard of that. What is it?
 Komar: it is chemical substance which is used to preserve a dead body to avoid decaying.
 Edmundo: And what is their purpose of using formalin in the meatballs?
 Komar: To keep the meatballs preserved.
 Edmundo: **Hmmm...**is that a problem?
 Komar: Of course, Edmundo. Formalin is very dangerous for health.
 ...
- (059/Ht/CIII/P82)

Similar with it, the datum above shows the way of the speaker to state an indirect statement that he asks the addressee's argument about formalin. The speaker simply provides the *hesitators* to indicate uncertainty that lead to the addressee to state his argument about the thing. In this case, the speaker employs *hesitators* to bid cooperation with the addressee that will lead the addressee to state his opinion or argument about the discussed one. Edmundo realizes that Komar will have different point of view with him. Hence, he tends to use *hesitators* to seek cooperation with him. By using hesitator, Edmundo tend to avoid rudeness even though it is formed in a direct statement.

j. Agent Avoiders

Agent avoiders refer to propositional utterances in which the agent is suppressed or impersonalized. Passive voice is a common example of *agent avoiders* in which it can be the way to achieve negative politeness. Passive voice can be a way in negative politeness to avoid mentioning the people involved in a FTA, to avoid the

blaming explicit persons for several occasions and to create distance between the speakers and hearers or from the particular FTA.

(4:29) I am 21 and fairly happy, but I haven't had serious relationship. I had one relationship, but I'm pretty sure **I was just being used**. Do you see a man coming into my life? I know good things come to those who wait so it should be pretty good, shouldn't it?

(018/Aa/CI/P11)

The datum above shows that the speaker tends to avoid mentioning the addressee. In this case, the speaker tends to avoid blaming for a certain thing that happens to her. By realizing *agent avoiders*, she avoids imposing addressee's face as well. Through the use of passive voice, the speaker tries to achieve negative politeness in which she avoids mentioning the addressee's involvement. In this case, the speaker avoids mentioning the addressee who she blames for so that her utterances sound more polite and less rudeness.

(4:30) **It was announced today that oil had been discovered off the coast of a small island nation in the Caribbean.** This is considered a very important development. It came as a surprise, since it had been believed that no oil existed there. The prime minister declared that drilling rights would be given to private companies.

(076/Aa/CIII/P97)

In certain cases such as in academic writing, the writer usually does not really focus to explore who is doing an action. As presented above, the datum shows that it focuses on who is retrieving or experiencing the action. In this case, the passive voice can be very useful because it allows writers to highlight the most important participants or events within sentences by placing them at the beginning of the

sentence. The datum above shows that the writer focuses on the oil discovery, rather than on who announces the discovery.

(4:31) It was announced today that oil had been discovered off the coast of a small island nation in the Caribbean. This is considered a very important development. It came as a surprise, **since it had been believed that no oil existed there.** The prime minister declared that drilling rights would be given to private companies.
(077/Aa/CIII/P97)

In line with the previous explanation, the datum above shows that the writer tries to highlight the important point in the sentence about the issue of the existence of the oil. By using passive voice the reader will be informed that something comes up which is different from the previous one. Through the realization of agent avoiders, the writer uses the passive voice in order to avoid naming the doer or the agent of an action. In this case, the writer informs to the reader that the identity of the doer or agent in this context could be interpreted as a certain group or society.

B. Discussion

After conducting the study, the researcher concludes that there are some reasons of why teachers can use the coursebook as the materials sources for teaching and learning in the classroom and why it would be better for teachers to carefully adopt and adapt the content of the coursebook. Cunningsworth (1995: 3) says that no coursebooks in a general market will be absolutely ideal for a particular group of learners. The aim of selecting a coursebook is to find the best possible fit and to see the possibility of adapting and supplementing any potential materials if they are inadequate and unsuitable for the students. At the first point, the coursebook is quite

suitable for the students and there are two main reasons why this coursebook is considered ideal for teachers and students.

Firstly, the coursebook has presented some materials which showed the use of politeness strategy. The author has covered the use of politeness strategy that implemented House and Kasper's taxonomy of politeness. The author has generally provided examples of politeness expressions that were quite simple and common in the Indonesian society. As for example, the use of "please" and honorific expressions that the author expressed in the coursebook could eventually characterize social manner and culture to respect others, especially to show power and distance in the society. The author has also covered the use of modal verb application to state polite request that is commonly used in English.

Secondly, the coursebook has generally fulfilled curriculum requirements especially in materials availability. From the curriculum overview, the content of the coursebook has been generally developed following the curriculum requirements. Nevertheless, The Ministry of Education and Culture has released a new curriculum, the 2013 Curriculum. In response to that, the coursebook therefore needs to be adapted and supplemented so that it is suitable with the latest curriculum requirements. Even though the coursebook follows the School Based Curriculum, the contents of the coursebook can be still used in the teaching activity in the classroom because the basic requirements of the new curriculum especially in the materials are quite similar with the last one. As the coursebook is quite ideal for a teaching and learning activity in the classroom, the teacher can still use it as a materials resource.

However, it needs much more attentions and considerations to do adoption and adaptation.

The second point which the researcher finds after analyzing the politeness strategy in the coursebook is about the implication of the politeness strategy in the teaching and learning activity. The notion of implication here is to explore the importance of politeness strategy in the coursebook for teaching and learning which comprises appropriateness and cultural awareness.

Dealing with appropriateness, the realization of a politeness strategy in the coursebook represents an image of social and cultural awareness from a pragmatic aspect. Appropriateness is highly contextual in which it can be appropriate in several cases and can be in contrast as well. Considering appropriateness in term of politeness strategy in language use especially in academic contexts, the researcher finds the use of slang words in the coursebook. In this case, the use of slang words is quite inappropriate in academic contexts but it might be appropriate in literary works.

Table 3: **Examples of Inappropriateness in Texts.**

No	Examples of Inappropriateness
1	<p>Nurse: Oh, Tybalt, the best friend I ever had! I never thought I would see you dead.</p> <p>Juliet: What? Romeo and Tybalt are both dead? My dearest cousin and my even dearest husband.</p> <p>Nurse: No, it is Tybalt who is dead and Romeo who is banished for killing him!</p> <p>Juliet: Oh, you mean Romeo... thank goodness for that but he ... killed Tybalt?</p> <p>Nurse: Oh, these sad events make me feel older. Curse that Romeo!</p> <p>Juliet: Please, don't say that.</p>
2	<p>Edo: Hey, Don. I saw you at the 21 Cinema last night. Were you watching movie?</p> <p>Dono: Oh, yes.</p> <p>Edo: Really? What film was it?</p> <p>Dono: <i>Malam Jumat Kliwon</i></p> <p>Edo: It must be a horror film. Tell me about it.</p> <p>Dono: Well, on the way home she met three drunken men. You know what?</p> <p>Edo: Of course I don't know. You saw the film I didn't.</p> <p>Dono: And then, they killed the girl cruelly and threw her body into some bushes.</p> <p>Edo: Really? Damn them.</p>

In the first example, the nurse has a conversation with Juliet talking about a terrible Romeo who killed Tybalt. The nurse expresses her feeling about the situation by cursing Romeo's act in killing Tybalt. In this case, the nurse wants to express her anger on what Romeo had done to Tybalt, however in academic point of view, the nurse's expression in cursing Romeo is inappropriate. It will be much better to state expressing sympathy or empathy rather than cursing to express anger. The fact that this conversation appears in the academic coursebook is quite disappointed. In this case, the author did not filter such slang word to avoid inappropriateness in the material content itself.

In line with it, the second example shows the conversation between two boys who talk about a movie which may include a brutal action in the scene act. In this case, Edo wants to know the story about the movie of which his friend, Dono, has seen it in the cinema which is entitled *Malam Jum'at Kliwon*. In the conversation, Dono includes in his story about a brutal act in the movie scene which tells about murder. In this case, Edo responds his friend story by expressing his slang word to state how cruel the story is. The use of slang word, “Damn”, in the academic materials is not an appropriate expression, and hence the author should not cover it with the coursebook before publishing it. To avoid misunderstanding and inappropriate use for the students, the user especially the teacher should skip or change the inappropriate one or explain further about the slang words to minimize the students’ intention about such a certain matter in the society.

Those two examples show the application of inappropriate words that should not exist in any academic book. It would be better if the words “curse” and “damn” are changed by sympathy and empathy expressions, such as “poor Tybalt” or “what a pity girl”. Stating sympathy is much more academically accepted and appropriate in a coursebook rather than cursing words that will be much more appropriate in non-academic texts or literary works. So, from the fact that being polite seems to deal with appropriateness, the teacher should be more careful in choosing materials from any coursebook even though it is a popular and best seller one in the market.

Secondly, the politeness strategy employed by the author in the coursebook will eventually deal with social values. Social values might become the point of a

hidden curriculum which means that the materials should cover cultural aspects such as roles of social distance, power, and social class. Politeness strategy includes social values as a part of hidden curriculum. It helps teachers to teach the students about social and cultural values that might exist in such culture. Cultural features should be covered in the materials in which they become an important so that the authors need to consider them when developing materials (Grave, 2000: 154). Richards (2011: 13) indicates that hidden curriculum will eventually be stronger rather than defined curriculum which is prescribed by the Education Ministry.

A hidden curriculum which covers cultural awareness is an integral point in the teaching and learning process. The newest curriculum, 2013 curriculum is integrated to the character education which covers social and cultural point of views. Character education tends to cover social values in the teaching and learning activity in which the goal of character education is to empower the nation character including social, moral and cultural values. Character education is commonly aimed to teach universal values even though it is eventually relative according to each cultural justification. In this case, character education will eventually constitute the hidden curriculum (Kohlberg, 2004: 605). Because of this reason, the coursebook should have been integrated to character education that will eventually empower students' character. Even though this coursebook has not been integrated yet to the newest curriculum, the content of the coursebook has represented social and moral values in some texts throughout the coursebook adequately through politeness realization employed by the author. The point is that politeness realization in the coursebook will

eventually lead to empower the students' awareness of social and cultural values in certain society.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter consists of two sections: conclusions and suggestions. Conclusions as the first section of this chapter describes the summary of the research findings related to the formulation and the objectives of the study. The next section is suggestions in which in this section the researcher provides some suggestions for the authors of coursebooks, the teachers and students, and the other researchers.

A. Conclusions

The researcher concludes that there are ten types of politeness strategy which are found in the coursebook and there is only one type which is not covered in it. Politeness markers rank first among all other types of politeness strategy covered in the coursebook. This type of politeness strategy occurs most frequently among the other types because this type of politeness strategy is considered the most common way of people including Indonesian committing polite behaviour in the society. Saying “please” and stating honorific expressions are very common in many societies including Indonesian to imply polite behaviour among others. The researcher finds that Scope-statements are not covered in the coursebook. In fact, Scope-statements have contrast applicability with politeness markers in the society. Scope-statements are quite rare in any daily life use which mostly deals with indirectness while it is quite

common in any society to realize politeness markers which are commonly believed as a common way to commit polite behaviour.

Generally, the researcher finds that the coursebook employed modal verbs as a way to realize politeness strategy. The study indicates that using modal verbs becomes the strong and acceptable way to realize politeness in texts. In using modal verbs as a device to realize politeness strategy, the author actually provides examples of texts in the coursebook with modal verb sentences in several occasions of request statements. Another important point in the research result is the use of committers as the way to behave to state and respond an opinion. Committers which function as a way to state an opinion become an important part in the coursebook because stating opinions and responding them are covered in the school curriculum therefore the students should be able to comprehend them correctly. Because of this reason, the researcher concludes that the realization of politeness strategy in the coursebook especially committers devices has been covered enough and the author has provided several examples of the use of responding and stating opinion expressions which are in line with committers devices strategy.

B. Suggestions

Politeness strategy is highly contextual and it will be different from one context to another one. After conducting the study, the researcher proposes three main suggestions concerning the use of politeness strategy in the coursebook.

1. For the authors of coursebooks

The use of politeness strategy in texts is highly contextual and it is not an explicit feature like grammar. Hence, in developing a coursebook, an author should be aware of social and cultural aspect such as politeness strategy that belongs to hidden curriculum. As the researcher says before in discussion that hidden curriculum can be stronger than prescribed curriculum, it is quite recommended for the author to cover politeness strategy as a matter of a way to realize character education.

2. For the teachers and students

There is no coursebook that will exactly match to every teaching and learning activity. Because of this reason, it is strongly recommended that the users of the coursebook, i.e. teachers and students can do the best in selecting the materials which is suitable to the teaching and learning activities. Especially for teachers, they should be much more aware of adopting and adapting the materials from the coursebook so that they can present suitable materials in their classroom and avoid misunderstanding in their students' mind.

3. For future research

The study of politeness strategy is an ongoing study in which there are many researchers and linguistics experts who conduct research to analyze new ways of politeness strategy and some new evidences that will encounter the last argument of the theory as well. Because of this reason, for the future research, it is highly recommended that the future researchers will carefully employ some theories and

bringing much more recent theories of politeness strategy that will be much more helpful to support the researchers' argument.

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APPENDIX

Appendix: Data Finding of Types of Politeness Strategy

No	Code	Data	Types of Politeness Strategy										
			Pm	Pd	Cd	Hs	Us	Dt	Cm	Fw	Ht	Ss	Aa
1	001/Cd/CI/P4	Student A: It usually walks on deserts. It has a hump on its back. It is used to carry people or heavy loads. It has long leg and long curved neck. It is more than two meters tall. What is it? Student A: Could it be a donkey?			√								
2	002/Ht/CI/P4	Student B: No, I'm afraid not. Student A: Uhm... it sounds like a camel.									√		
3	003/Cd/CI/P5	Santi: Could you tell me how big a blue whale is? Professor Green: Well, let me tell you.			√								
4	004/Pm/CI/P5	Professor Green: It exceeds elephants and dinosaurs in size. Santi: Wow, that's an amazing fact.	√										
5	005/Hs/CI/P5	Student A: Hey, where have you been? Student B: I've been at the teacher office. By the way , what are you doing in Biology class?				√							
6	006/Dt/CI/P5	Student A: Sorry to hear that. The teacher invited us to see a film about whales and I found some interesting facts about them.						√					

		Student B: Really? Tell me about it.												
7	007/Pm/CI/P8	Wife: Darling , the hairdryer I bought yesterday isn't working. What do you think I should do about it? Husband: why don't you taking it back to the store?	√											
8	008/Fw/CI/P8	Husband: why don't you taking it back to the store? Wife: Well, I was thinking of that, but don't you think you could look at it first?								√				
9	009/Dt/CI/P8	Wife: Well, I was thinking of that, but don't you think you could look at it first? Husband: OK, but not now. Maybe later.						√						
10	010/Pm/CI/P8	Student: Mrs. Wilson , what do you think I should do about my chemistry class? Should I drop it or continue with it? Mrs. Wilson: I think it would be a good idea to talk with your instructor.	√											
11	011/Pd/CI/P8	Student: Mrs. Wilson, what do you think I should do about my chemistry class? Should I drop it or continue with it? Mrs. Wilson: I think it would be a good idea to talk with your instructor.		√										
12	012/Cm/CI/P8	Student: Mrs. Wilson, what do you think I should do about my chemistry class? Should I drop it or continue with it?							√					

		Mrs. Wilson: I think it would be a good idea to talk with your instructor.												
13	013/Pd/CI/P8	Student: Mrs. Wilson, what do you think I should do about my chemistry class? Should I drop it or continue with it? Mrs. Wilson: I think it would be a good idea to talk with your instructor.		√										
14	014/Cd/CI/P10	Sandra: Eve, can I talk to you? I really need some advice about a problem I have. Eve: Go ahead. Tell your problem.			√									
15	015/Dt/CI/P10	Sandra: Eve, can I talk to you? I really need some advice about a problem I have. Eve: Go ahead. Tell your problem.						√						
16	016/Fw/CI/P10	Sandra: My friend is always asking me to copy my homework. I want to tell her to do her own assignment but ... I'm afraid she will be angry with me. Eve: I think you shouldn't always lend your homework all the time.								√				
17	017/Cm/CI/P10	Sandra: My friend is always asking me to copy my homework. I want to tell her to do her own assignment but ... I'm afraid she will be angry with me. Eve: I think you shouldn't always lend your homework all the time.							√					

[illegible]

[illegible]

		Please call me Alan or Mr. Jones.												
33	033/Pm/CI/P20	My name is Liliana Castro, but you can call me Lily. Ok, I'll call you Lily, but please don't call me 'Teacher'. Please call me Alan or Mr. Jones.	√											
34	034/Pm/CII/P42	Nurse: Oh, these sad events make me feel older. <u>Curse</u> that Romeo! Juliet: Please , don't say that.	√											
35	035/Dt/CII/P46	Dono: Oh, yes. Edo: Really ? What film was it?						√						
36	036/Pm/CII/P46	Dono: Well, I don't know for sure, next time I will ask the director, okay? Edo: Okay, okay, calm down, please . Don't be mad.	√											
37	037/Dt/CII/P46	Dono: And then, they killed the girl cruelly and threw her body into some bushes. Edo: Really ? <u>Damn</u> them.						√						
38	038/Hs/CII/P48	To begin with the story , let me tell you that a long time ago, mosquitoes didn't buzz, they talked and talked.				√								
39	039/Cd/CII/P51	The hawk flew down from the sky and asked the hen," Will you marry me? " The hen loved the brave, strong and wished to marry him.			√									
40	040/Fw/CII/P60	I don't expect you to believe the story I am about to tell you. But in order to die peacefully, I must tell my								√				

		story.												
41	041/Pm/CII/P68	This morning, she continued. I got letter asking me to come to Lyceum theater at 7. So, please , accompany me to go there.	√											
42	042/Cm/CII/P70	He quickly reversed his car and sped away just in time. “ I think I’ll take up your offer to spend the night here after all, Halil told jabri.							√					
43	043/Ht/CIII/78	Eric: Oh, hi Rose good morning. How are you today? Rose: I feel better today, thanks. Uhm.. is that today’s newspaper? Yeah the one that you are reading.									√			
44	044/Cm/CIII/P78	Rose: Did you read the article about smoking? The person who wrote it must be crazy. Eric: I don’t think so. I think the government should do everything to discourage people from smoking.							√					
45	045/Dt/CIII/P78	Eric: I don’t think so. I think the government should do everything to discourage people from smoking. Rose: Maybe so. But a law banning cigarettes does no good.						√						
46	046/Fw/CIII/P78	Eric: I don’t think so. I think the government should do everything to discourage people from smoking. Rose: Maybe so. But a law banning cigarettes does no good.								√				
47	047/Cm/CIII/P78	Rose: Maybe so. But a law banning cigarettes does no							√					

		<p>good.</p> <p>Eric: What do you mean? In my opinion, though you can't suddenly make smoking illegal but it is important for government to establish law that prohibits smoking in public places like cinemas and hospitals.</p>												
48	048/Fw/CIII/P78	<p>Eric: What do you mean? In my opinion, though you can't suddenly make smoking illegal but it is important for government to establish law that prohibits smoking in public places like cinemas and hospitals.</p> <p>Rose: Yes, that's true. But I think people should be allowed to smoke on trains and buses.</p>								√				
49	049/Cm/CIII/P78	<p>Eric: What do you mean? In my opinion, though you can't suddenly make smoking illegal but it is important for government to establish law that prohibits smoking in public places like cinemas and hospitals.</p> <p>Rose: Yes, that's true. But I think people should be allowed to smoke on trains and buses.</p>							√					
50	050/Cm/CIII/P78	<p>Eric: Not at all. It's awful sitting next to someone blowing smoke all over you, if you don't smoke yourself.</p> <p>Rose: Sure, I agree. But if you do smoke, and don't forget it isn't a crime.</p>							√					
51	051/Fw/CIII/P78	<p>Eric: Not at all. It's awful sitting next to someone blowing smoke all over you, if you don't smoke yourself.</p> <p>Rose: Sure, I agree. But if you do smoke, and don't</p>								√				

		forget it isn't a crime.												
52	052/Cm/CIII/P78	Eric: Well, that's where the government can help. Rose: Yes, I suppose you're right							√					
53	053/Hs/CIII/P78	Rose: Yes, I suppose you're right. On that basis we agree that there should be some real efforts to discourage people from smoking. Well, I've got to go now and hand this paper to our teacher. It's nice to have talked with you. Thanks, Eric. Eric: Bye, Rose.				√								
54	054/Pm/CIII/P78	Rose: Yes, I suppose you're right. On that basis we agree that there should be some real efforts to discourage people from smoking. Well, I've got to go now and hand this paper to our teacher. It's nice to have talked with you. Thanks, Eric. Eric: Bye, Rose.	√											
55	055/Cm/CIII/P80	A: In my opinion , the local TV programs are not very good. B: I don't think so. They are generally very good.							√					
56	056/Cm/CIII/P81	Tita: Well, I personally believe that people who wear strange hair style will look untidy and be baldly-behaved. Jono: I see your point, but I think they just want to be stylish. That's all.							√					
57	057/Fw/CIII/P81	Tita: Well, I personally believe that people who wear								√				

		<p>strange hair style will look untidy and be baldly-behaved.</p> <p>Jono: I see your point, but I think they just want to be stylish. That's all.</p>												
58	058/Cm/CIII/P81	<p>Tita: Well, I personally believe that people who wear strange hair style will look untidy and be baldly-behaved.</p> <p>Jono: I see your point, but I think they just want to be stylish. That's all.</p>							√					
59	059/Ht/CIII/P82	<p>Edmundo: Hmmm.. is that a problem?</p> <p>Komar: Of course, Edmundo.</p>									√			
60	060/Dt/CIII/P82	<p>Komar: Of course, Edmundo. Formalin is very dangerous for health. ...</p> <p>Edmundo: Really?</p> <p>Komar: And you know what, formalin can also trigger cancers in our body.</p>						√						
61	061/Hs/CIII/P82	<p>Komar: Of course, Edmundo. Formalin is very dangerous for health. ...</p> <p>Edmundo: Really?</p> <p>Komar: And you know what, formalin can also trigger cancers in our body.</p>				√								
62	062/Cm/CIII/P82	<p>Edmundo: I don't get it Komar. I mean, if formalin is dangerous why don't they use other food preservatives instead of formalin?</p>							√					

		63Komar: Because it is a lot cheaper.												
63	063/Cm/CIII/P82	Komar: Because it is a lot cheaper. Edmundo: Oh, I see . Well, that explains everything, I guess							√					
64	064/Cm/CIII/P82	Komar: Because it is a lot cheaper. Edmundo: Oh, I see. Well, that explains everything, I guess							√					
65	065/Cm/CIII/P82	Komar: I don't think so, Ed. I mean , I believe that the human life is the most important thing above all. Edmundo: I can see your point, Komar, but can't you see, business is business and gaining profit as much as possible is extremely important.							√					
66	066/Cm/CIII/P82	Komar: I don't think so, Ed. I mean, I believe that the human life is the most important thing above all. Edmundo: I can see your point, Komar, but can't you see, business is business and gaining profit as much as possible is extremely important.							√					
67	067/Fw/CIII/P82	Komar: I don't think so, Ed. I mean, I believe that the human life is the most important thing above all. Edmundo: I can see your point, Komar, but can't you see, business is business and gaining profit as much as possible is extremely important.								√				
68	068/Us/CIII/P83	Waiter: is your steak satisfactory?					√							

		Woman: Quite good.												
69	069/Pm/CIII/P83	Waiter: how's about your roast beef, Ma'am ? Is it OK too? Woman: it's just right. Just the way I like it.	√											
70	070/Dt/CIII/P83	Waiter: how's about your roast beef, Ma'am? Is it OK too? Woman: it's just right. Just the way I like it.						√						
71	071/Dt/CIII/P83	Waiter: how's about your roast beef, Ma'am? Is it OK too? Woman: it's just right. Just the way I like it.						√						
72	072/Cd/CIII/P83	Waiter: Will there be anything else, then? Man: No, not at the moment.			√									
73	073/Ht/CIII/P86	Interviewer: Do your teachers always give you homework to do at home? Melissa: Most of the time. Interviewer: Hmm... Really? How do you feel about it?									√			
74	074/Dt/CIII/P86	Interviewer: Do your teachers always give you homework to do at home? Melissa: Most of the time. Interviewer: Hmm... Really? How do you feel about it?						√						
75	075/Cm/CIII/92	I personally think that English is the world's most							√					

[illegible]

[illegible]

		every one's door? B: Yes, sir. He knocked at my door once but, I was out, and ever since he has sent me his eldest daughter.												
112	112/Pm/CV/P162	A: Don't you know, my friend, that fortune knocks at every one's door? B: Yes, sir . He knocked at my door once but, I was out, and ever since he has sent me his eldest daughter.	√											
113	113/Us/CV/P167	"So when can we see the baby?", asks the grandmother. "In a little while", replies the mother. ...					√							
114	114/Us/CV/P176	"No, no. That's quite impossible," replied the professor, "Do you know, last month I asked him when Napoleon died, and he could no answer it."					√							
115	115/Pm/CV/P176	" Please , sir, give him another chance," said Jack's father, "you see, we don't subscribe to any newspapers in our house, so none of us even knew that Napoleon was ill."	√											
116	116/Pm/CV/P176	"Please, sir , give him another chance," said Jack's father, "you see, we don't subscribe to any newspapers in our house, so none of us even knew that Napoleon was ill."	√											
117	117/Hs/CVI/P185	Well, corruption is common everywhere in the world, even in the U.S. It's just a matter of intensity. However , it is quite shocking when one reliable survey claims Jakarta as the most corrupt place in Indonesia.				√								
118	118/Hs/CVI/P185	As most people know , Tanjung Priok Port smuggling is not a new thing at all.				√								

119	119/Cm/CVI/P185	Well, I think the measures taken so far to overcome the problem by punishing the corruptors is still not far enough.							√				
120	120/Cm/CVI/P185	I believe we should start at the earliest stages in school and I think everyone should be involved in the effort to eradicate corruption.							√				
121	121/Cm/CVI/P185	I believe we should start at the earliest stages in school and I think everyone should be involved in the effort to eradicate corruption.							√				
122	122/Fw/CVI/P191	AFI has offered a unique package for viewers..... But frankly saying, AFI has not fully succeeded in reaching its main goal.								√			
123	123/Cm/CVI/P195	In my experience , these pieces of information are also easily found because the start of the piece of writing gives a brief.							√				
124	124/Cm/CVI/P195	I think the article is also good because it uses lots of evidence such as references and statistical data to back up what the authors say and you should always try to do that.							√				
125	125/Pm/CVI/P197	Dear editor, I am writing to complain about ads on TV.	√										
126	126/Cm/CVI/P197	I think they should be stopped for a number of reasons. First ads are nuisance.							√				
127	127/Cm/CVI/P197	For those reason, I think TV stations should stop							√				

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